

Journal of College Placement

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MAY 1955

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ALCOA 
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Young engineer is responsible for design analysis of \$3,000,000 turbine-generators

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His job: analytical engineer

Here's what Ted Zwicky does. He takes a proposed mechanical design feature, describes it mathematically, breaks it down into digestible bits, modifies it, and feeds it to electronic computers. (It may take two months to set up a problem; the computers usually solve it in twenty minutes.) Then Zwicky takes the answers from the computers, translates and interprets them so they can be followed by design engineers.

23,000 college graduates at General Electric

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TED ZWICKY, B. S. in EE from the University of New Mexico, Class of 1945, joined General Electric after a year in the Navy, completed our Advanced Engineering Program in 1950.



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Journal of COLLEGE PLACEMENT

Published four times a year by College Placement Publications Council

Editor . . . ROBERT T. ADDIS

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"It is through the job you are doing now that you give evidence of your worth. The chances are someone is judging you, deciding whether to promote you or hire you for a better job, or to leave you right where you are. Be sure of this: No one will ever promote you. You must promote yourself."

NASHUA CAVALIER,
February, 1954

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PRINTED IN THE UNITED STATES OF AMERICA

*'Till
We Meet
Again...*

This year, as another recruiting period draws to a close, we want to thank you for whatever help you have given us in arranging interviews with college graduates.

Again next fall we shall look forward to contacting as many College Placement Directors as possible, with the aim of finding even more men to develop for key positions in the fields of production, development, timestudy, engineering, research, sales and accounting.

In the meantime, while summer enrollment is down, our needs continue. We ask you to keep us in mind when working with veterans and alumni who may be seeking employment, addressing your correspondence to the attention of the Personnel Manager.

— The Firestone Tire & Rubber Company

A MESSAGE TO
COLLEGE ENGINEERING
STUDENTS

from Donald C. Burnham, Vice-President
Manufacturing,
Westinghouse Electric Corporation,
Purdue University, 1936



To the young engineer with a creative mind

America is on the threshold of the *automation era*.

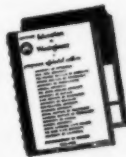
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there is plenty of room for your creative talents to expand—in designing new products... and in developing new improvements for existing products. It's a fascinating job that offers you real opportunities for growth.

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To get these booklets, write: Educational Department, Westinghouse Electric Corporation, E. Pittsburgh, Pennsylvania.

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Armed Forces Opportunities

*... An up-to-date summary of the opportunities
open to college students who look
forward to a military obligation*

ROBERT CALVERT, JR., *Director of Placement*
Hanover College
Hanover, Indiana

It is usually easier for placement officers to answer the question, "What career opportunities are open in the business world?" than it is to answer the query, "What opportunities are available in the armed forces?". Admittedly, the long view of one's career is more important than the relatively short period of obligated military service. This, however, in no way detracts from the importance of selecting the military service option which best fits the needs and interests of each student.

The purpose of this article is to sum up the opportunities in the armed forces open to college students with no prior military service, as of April 1, 1955. For complete information on any of the programs described, contact the nearest office of the appropriate service.

The military services have improved tremendously in their dissemination of information since 1941. In fact, a definite improvement in their public relations and information programs since 1950 is noted. Responses from the armed forces were prompt and helpful. Numerous colonels and lieutenant commanders replied with a courtesy especially appealing to a former enlisted man.

There is still, however, no place where placement officers—who are usually charged with distributing military services information on their respective campuses—may obtain a summary of armed forces opportunities. Few placement workers have the patience to pour through the numerous pictorial booklets and mimeographed sheets necessary to ferret

out this information. A central clearing house, set up by the Department of Defense for armed forces information and the publication of an annual summary of information such as this study, would be of inestimable help.

This article will be organized as follows: (1) general outlook, (2) enlisted opportunities for both men and women, (3) officer programs for men, (4) officer programs for women, and (5) aviation opportunities.

General Outlook

All persons physically eligible for the armed services and not deferred for occupational purposes must serve eight years in the military services. The current selective service active duty period of two years is normally followed by six years in the reserves. The only way that young men, who are otherwise eligible, may complete their period of obligated service without going on active duty is to enlist in the National Guard before 18½ (as cited in Selective Service Regulation 1622.13-d.*

Men must be *accepted* for enlistment or for an officer training program prior to their "Order to Report for Induction" if they are to have some choice concerning their military future. All men procured through the selective service system are currently being assigned to the Army.

* Note: Placement workers counseling concerning the military services would probably find it worthwhile to obtain a copy of the Selective Service regulations and corrections as they are published. For information, contact the Government Printing Office, Washington 25, D. C.

Enlisted Opportunities for Men and Women

The advantage of volunteering as an enlisted man is that choice of a branch of service is permitted. The chief disadvantage is the longer period of active duty service. *Men may, of course, volunteer for the Army through their local draft board and serve only the usual selective service period of two years.*

Volunteers for the armed services must be U. S. citizens, and persons under 18 must have the consent of their parents. Veterans who wish to enlist may add the length of their prior active duty service to the maximum age for enlistment.

Officer Programs for Men

All commissions open to draft eligibles must involve active duty, although they are tendered in the "reserve." Persons with reserve commissions are eligible to qualify for a "regular" commission while on active duty. Seniors may apply within 120 days of graduation and win acceptance for most programs. Unless otherwise indicated, commissions are granted only in the lowest commissioned rank, second lieutenant or ensign. Physical standards for commissioned officers are generally higher than for direct enlistment or selective service induction.

Men accepted from civilian life for officer training programs and who fail to qualify for a commission, will be retained on active duty as an enlisted man for the balance of the two year period currently required for selective service inductees.

In addition to valuable leadership experience, a major advantage of a commission is the higher salary involved. A private receives approximately \$998 per year plus maintenance; a second lieutenant, single and with no prior experience, \$4062, with allowances. A captain, married, with eight years service, and on flying status would earn \$9146, with allowances.

Students should remember that ROTC programs and the service academies are the major source of officers for the military forces. Since expansion of the armed services has stopped, fewer commissioned opportunities exist now than in 1950. Veterans are

allowed to apply for commissions in the ready reserve and a variety of opportunities exist for men interested in taking an active part in an organized program. Space prevents their being listed here. There are likewise many opportunities for doctors, dentists, and chaplains interested in active duty with the armed forces.

The following officer training programs are open to men:

AIR FORCE: OCS open only to enlisted men, 20½-26½, serving on active duty. College training not required but enhances chances of selection. Train for 26 weeks at Lackland, Texas, and must serve on active duty for three years after commissioning.

ARMY: OCS open only to enlisted men, 18-27, serving on active duty. Must have completed basic. College training not required but enhances chances for selection. Two OCS programs now open; infantry at Fort Benning, Georgia, and artillery at Fort Sill, Oklahoma. After completion of five months OCS course, must serve on active duty for two years.

COAST GUARD: Men, 21-25, with a bachelor's degree are accepted from civilian life for four months training at New London, Connecticut. After successful completion of this course and receipt of a commission as an ensign, serve on general line duty for three years.

MARINE CORPS: Men, 20-27, with a bachelor's degree are trained at the Quantico, Virginia OCS for ten weeks. Must serve on active duty for three years after receiving commission. First assignment is to a five months general officer training course at Quantico.

Platoon Leader's Course: open to undergraduates, 17-26, who attend two six weeks summer training programs at Quantico, Virginia. Commissioned a second lieutenant upon graduation and ordered to three years active duty. First assignment is to five months general officers training course at Quantico.

NAVY: Men, 19-26, with a bachelor's degree train for line officer duty for four months at Newport, Rhode Island. Upon receipt of

commission must serve three years on active duty. Specialized opportunities exist for (1) air intelligence or photographic intelligence (with a bachelor's in such fields as engineering, geology, political science, economics, business administration, foreign language, law, etc.); (2) duty with Bureau of Ships and Bureau of Ordnance (bachelor's degree in engineering or physics); (3) aeronautical organization (bachelor's in aeronautical or mechanical engineering); (4) supply (bachelor's degree with at least 45 semester hours—67 quarter hours—in such fields as economics, business administration, hotel administration, and commerce); (5) medical service corps (bachelor's degree in entomology, bacteriology, physiology, or hygiene, or in a related field such as psychology, zoology, or chemistry); and (6) law (maximum age of 31), must be a member of the bar and have a law degree, commissioned lieutenant-junior grade.

RESERVE OFFICER'S COURSE: Open to men, 17-26, enrolled in the reserve who are attending

college. Attend two six weeks summer training cruises. Commissioned an ensign upon graduation from college and then serve on active duty for three years.

Commissioned Opportunities for Women

Excellent opportunities exist for college women to qualify for commissions, partly because no draft law is urging them toward the armed services as in the case of men. College women, for example, may enter service with a guarantee of attending officer training school and yet be discharged back to civilian life if they fail to qualify.

AIR FORCE: Women, 20½-26½, with at least two years of college, unmarried (and agree to stay unmarried until after receiving commission), may apply directly from civilian life. Attend 26 weeks course at Lackland, Texas. Must serve for three years on active duty after receiving commission.

Women, 20½-26½, on active duty with the Air Force in an enlisted status may also apply.

OPPORTUNITIES FOR DIRECT ENLISTMENT

Service	Sex	Eligible Ages	Periods of Service
Air Force	Men*	17-34†	4, 5, or 6 years
	Women**	18-34	3, 4, 5, or 6 years
Army	Men	17-34	3, 4, 5, or 6 years
	Women	18-34	2, 3, 4, 5, or 6 years
Coast Guard	Men	17-25	4 years
	Women	no enlistments open to women	
Marines	Men	17-28	3, 4, or 6 years
	Women	18-30	3, 4, or 6 years
Navy	Men‡	17-30	4, 5, or 6 years
	Women	18-25	4, 5, or 6 years

* All the services will permit men to be married but may not enlist with more than one dependent.

† All ages cited in this article are inclusive.

** Women must usually have a high school diploma (or its equivalent), although this requirement is waived for men. Women may only enlist when single and with no dependents under 18, but may marry any time after entering service.

‡ After an audition, musicians may be able to enlist in the Navy with assignment to a service band assured.

ARMY: Women, 21-27, with a bachelor's degree, may be married (with no dependents under 18), may qualify for a direct commission as a second lieutenant.

Women, 28-33, with seven years of education and qualifying experience may apply for a direct commission as a first lieutenant. Attend 20 weeks officer training school at Fort McClellan, Alabama. Must serve two years on active duty.

Women, 20-27, serving as enlisted WACS on active duty with a high school diploma (or its equivalent) may apply for OCS after completing basic.

Women, 21-27, unmarried (and with no dependents under 18) with a college degree including at least 15 hours of biological science, physical science, or psychology may qualify for physical therapy or occupational therapy training. Commissioned a second lieutenant and attend a 12 months course, followed by a minimum of one year on active duty.

COAST GUARD: No opportunities exist for women to qualify for commissions in the Coast Guard.

MARINES: Women, 18-27, with a college degree, unmarried (and agree to stay unmarried until finished with OCS), may qualify for officer training at Quantico, Virginia. (Must be at least 21 when commissioned, also true of the Platoon Leader's Program.) After completing the 12 weeks course, serve on active duty for two years. First assignment: six weeks officer indoctrination course at Quantico.

Platoon Leader's Course: college students, 18-27, unmarried, may attend two six weeks summer training periods and will be commissioned a second lieutenant upon graduation from college. Then serve on active duty for two years.

NAVY: Women, 20-27½, single or married (but with no dependents under 18), with a college degree may qualify for an eight weeks officer training school at Newport,

INTERESTING OPPORTUNITIES



The primary business of Phillips Petroleum Company is producing, refining and marketing fuels and lubricants. Yet because Phillips is one of the most widely diversified oil companies, it can offer technical graduates many opportunities . . . in the development of chemical derivatives from petroleum, ammonia and sulfur compounds, rubber synthesis, atomic research,



geophysics and analytical techniques. College graduates with scientific or business training are invited to write to D. R. McKeithan, Director, Personnel Procurement.



PHILLIPS PETROLEUM COMPANY, Bartlesville, Oklahoma

Rhode Island. After receiving commission serve on active duty for two years. First assignment: either line officers school at Newport or supply officers school at Bayonne, New Jersey.

Reserve Officer's Course: College students, 18-26, single or married (but with no dependents under 18), may qualify to attend summer training programs at Newport and then return to college to complete studies. Commissioned an ensign upon graduation and serve for two years on active duty.

Aviation Opportunities

The biggest demand for officer candidates until recently was for aviation trainees. Last year, the Air Force reduced its qualifications from two years of college to a high school diploma and turned a shortage of aviation cadets into a six months waiting list.

Naturally, higher physical standards exist than for any of the other armed forces programs. As in the case of non-flying officer training, men who fail to complete the course will be required to complete the usual selective service duty period of two years as an enlisted man. Aviation personnel receive a flying bonus which ranges from \$100 per month for second lieutenant upward.

AIR FORCE: Men, 19-26, high school graduate, single (and must remain single while in training). Train for approximately one year as either a pilot or an aircraft observer. After receiving commission must serve on active duty for three years.

NAVY: Men, 18-26, with two years of college, single (and must agree to remain single while training) are accepted for a program involving 18 months of instruction. Then commissioned an ensign in the Navy or a second lieutenant in the Marine Corps and serve on active duty for 30 months.

Under a newly-announced plan, college graduates may receive a commission after completing the four months pre-flight program and complete the rest of their training with the pay and advantages of an ensign or second lieutenant.



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MEN...**

An Unusual OPPORTUNITY

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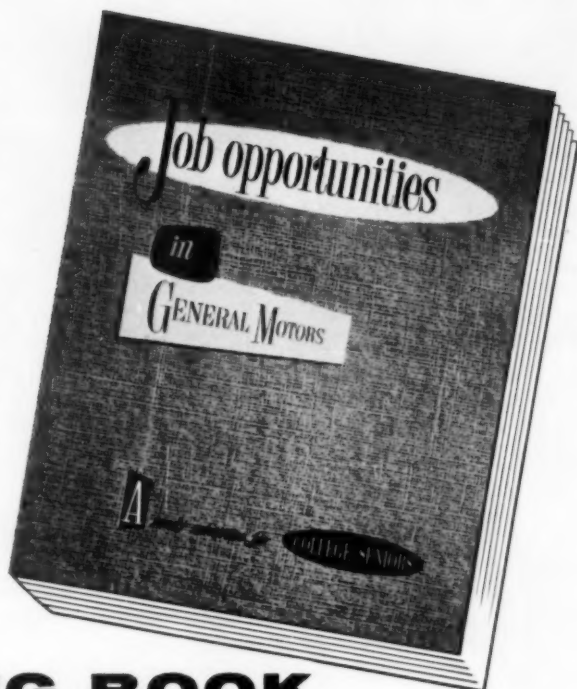
To develop college graduates for future general agency openings, we have a Sales Management Training Program. Since only six men will be selected each year, they will be assured of rapid advancement.

Write to Horace R. Smith, Superintendent of Agencies, for a copy of the booklet which describes this program in detail as well as other career opportunities.

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Connecticut Mutual
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*Take a real
close look
at this*

GREAT BIG BOOK



ALL over the country, placement officers are keeping this new book within arm's reach.

It's the latest, most comprehensive step in General Motors' long-range program for keeping college students, placement officers and faculty members informed about career opportunities at GM.

This colorful, 136-page, 8½" x 11" handbook provides a veritable encyclopedia of information which took months in the gathering and preparing.

Each of GM's many divisions tells its own story of products, plant locations, training programs, and job openings.

Leafing through these fact-packed pages, the reader obtains a clear and complete picture of a highly diversified and successful organization. He understands why so many young graduates develop their utmost potentialities and build rewarding careers at General Motors.

And he sees for himself why GM leads in so many fields.

Copies have been sent to college libraries and placement offices so you can take that close look at GM.

GM Positions Now Available In These Fields:

ACCOUNTING, FINANCE, SALES
PRODUCTION SUPERVISION
MECHANICAL ENGINEERING
METALLURGICAL ENGINEERING
ELECTRICAL ENGINEERING
INDUSTRIAL ENGINEERING
CHEMICAL ENGINEERING

GENERAL MOTORS

Personnel Staff, Detroit 2, Michigan

The College Trained Secretary

*... An increasing demand provides
a real opportunity*

ROSINA FUSCO

Booz, Allen & Hamilton
Management Consultants

The gradual, but marked, change in the pattern of executive responsibility in modern business has created a demand for the college graduate secretary. This report outlines some of the factors pertinent to this development and recommends a program to meet its continuing needs.

The report includes the following sections: (1) the changing pattern of executive responsibility, (2) the changing pattern of secretarial requirements, (3) the placement and salary possibilities for college graduates with and without secretarial skills, (4) the placement possibilities of college graduates with secretarial skills and experience as compared to those for high school graduates, (5) the results of a small sample check on secretarial training in ten colleges, and (6) a program for increasing attention to secretarial training in college.

The Changing Pattern of Executive Responsibility

The growth of business generally and its expansion into large corporations, with many departments and divisions, have created in increasing number of "executive" positions. The specific duties involved vary considerably, but present-day trends and concepts of

expansion through intensified selling and promotion, of improved operations through increased public and employee communications, of cost reduction through new methods and techniques and technological changes, make necessary a number of common responsibilities in almost any executive job. These are:

a. Need for establishing, maintaining and furthering business, government and social contacts through committee, club and community activities.

b. Active participation in various management development, supervisory training and employee communications and company-community programs.

c. Attendance at business association and trade meetings, conferences and seminars on new developments in industry.

d. Keeping up to date on general business and industry conditions, economic and social developments, new ideas through newspaper, periodicals and books.

The executive is faced with an increasing need to channel and direct his time and energies to the most important facets of his responsibilities and activities. He needs someone who can do the organizing, planning and preparing and take the detail work off his

hands. This part of the job is being delegated more and more to the executive's secretary. The secretary's job is changing from one of simply applied skills to that of a more complex pattern.

The Changing Pattern of Secretarial Requirements

It is said that in modern business "time is money." The general requirement of a secretary is that she be able to save the executive's time for his most important functions.

Specific requirements, in addition to stenographic and typing skills, include:

a. *ability to meet and to talk with people*—to screen calls and visitors and to refer to others tactfully for handling; to work with her superior's subordinates and to handle or route routine requests.

b. *ability to arrange for:* business and social meetings, transportation and hotel reservations, selection of gifts, etc.

c. *ability to handle own correspondence*, to digest important data from newspaper and periodicals, to suggest new books for reading, to cull out pertinent material from reports for superior's quick reference, to follow up and check on assignments to subordinates, to handle employer's personal affairs.

The most recent secretarial handbook, "Complete Secretary's Handbook" by L. Doris and B. M. Miller, Prentice-Hall, New York City, 1951, includes new and additional sections, which reflect changes in secretarial responsibility:

- Treatment of callers.
- Using the telephone expertly.
- Reminder systems and practices.
- Making travel arrangements.
- Personal letters in business.
- Letters that the secretary writes.
- Social amenities left to the secretary.
- Handling personal funds, insurance, taxes.
- Following financial affairs.
- Arranging conventions and dinners.
- Making the office distinctive.

These specific requirements call for: exposure to varied reading material and good

reading habits, general knowledge of history and economics, an above-average knowledge of English and ability to express thoughts clearly both orally and in writing, social poise and know-how. An interested and capable secretary acquires these abilities through experience. The college student can acquire a number of them through the higher-level education program. Because of the general evaluation of college training by present-day executives (whose background includes college in increasing numbers), there is an increased demand for the college graduate secretary. However, the executive's foremost requirement is for the skills, and their importance in day-to-day operation frequently exceeds that of "background."

From the practical viewpoint of the college graduate, it should be recognized that the skills can be translated into: (1) greater possibility for placement in business, (2) higher salaries and (3) greater opportunity—for the secretarial job often has, and still does, lead to the administrative or executive positions.

The Placement and Salary Possibilities for College Graduates With and Without Secretarial Skills

College graduates seeking employment in business can generally be classified into four groups: (1) English, language or psychology major, no experience, interested in research, editorial or personnel work; (2) general major, typing some summer or after-school experience, interested in same type of work as (1); (3) general major, secretarial training either in college or business school, one year's experience (generally part-time work), interested in secretarial job; (4) college graduate-secretarial training, three to five years' experience, interested in secretarial or executive secretarial job.

The placement and salary possibilities for each group, on the basis of the advertisements analyzed above, are as follows:

a. Of the 269 jobs, 161—or 59.8 per cent—required experience. The median salaries for the applicants with experience are \$3 to

Shape your future to the jet age



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For our Expanded Engineering Development Program Avro Aircraft needs these Engineers NOW

Aeronautical engineers for work on structural and mechanical design, structural systems testing; stress; aerodynamics; flight testing.

Mechanical engineers for work on mechanical design; structural and systems testing; structural analysis; thermodynamics.

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ENGINEERING
PHYSICISTS**

Take time today to write to the Personnel Manager, Avro Aircraft, Box 4004, Terminal "A", Toronto, outlining your qualifications. Your application will be kept in strict confidence.

Our expanding development program at Malton on the most important aviation projects in our history assures you of an excellent salary and a future with Canada's foremost aeronautical enterprise. Contributing to that security are extra benefits . . . opportunity for further education . . . retirement income scheme . . . generous health, welfare, hospitalization and group life insurance, etc.



AVRO AIRCRAFT LIMITED

\$5 higher than those for applicants without experience.

b. Of the 269 jobs advertised, 103—38.3 per cent—were for secretaries; 67—24.9 per cent—were for receptionists; 42—15.6 per cent—were for typists; 32—11.9 per cent—were for executive secretaries; 25—9.3 per cent—were for clerks. The median for the secretarial job is \$64 against that of \$60 for clerks, \$55 for receptionists and \$50 for typists. In addition, the range spread for the secretarial job is \$35 as compared with that of \$20 for the three lesser skilled jobs.

Skills and experience have the advantage in both the possibilities for placement and for the salary to be paid.

The Placement Possibilities of College Graduates With Secretarial Skills and Experience As Compared to Those for High School Graduates

Thirty-two New York employment agencies were asked, and replied: (1) is there an increase in requests for secretarial personnel with college background?—Yes, 19 or 59.4 per cent; (2) is it easier to place the college graduate with just business training or the high school graduate with five to ten years'

experience?—Yes, college graduate, 6 or 18.8 per cent. Same, 4 or 12.5 per cent; (3) . . . the college graduate with three to five years' experience or a high school graduate with five to ten years' experience?—Yes, college graduate, 23 or 71.9 per cent.

These data indicate that the combination of college background and experience, even though experience be less than that of the high school graduate, is more acceptable. This is further substantiated by the qualifications required for examination as a Certified Professional Secretary, as published by The Institute for Certifying Secretaries, which call for:

- a. high school graduate—six years' secretarial experience in last ten years;
- b. business school or junior college graduate—four years;
- c. college graduate—three years.

The Results of a Small-Sample Check on Secretarial Training in Ten Colleges

A brief check was made with ten colleges to determine whether: secretarial skill courses were offered; students planning to go into

New York Times Help Wanted Advertisements Sunday, November 14, 1954

Job Classification	With Experience			Without Experience		
	Number	Salary Median	Salary Range	Number	Salary Median	Salary Range
Clerks	6	\$60	\$45-65	19	\$50	\$35-55
Receptionists	7	55	45-65	60	50	40-60
Typists	13	50	45-65	29	48	40-60
Secretary	103	64	55-90	—	—	—
Executive Secretary	32	70	75-100	—	—	—
Total	161			108		

Note: Stenographer position, not tallied here, has an average range of \$50 to \$70. The median salary is \$60. In recent years, the title "stenographer" is becoming less and less used, and the title "secretary" is substituted.

business were required or encouraged to take such courses; there was an increased enrollment in these courses; and what business personnel managers could do to assist guidance and counseling personnel in colleges.

The majority of colleges checked offered no regular courses in secretarial skills, but encouraged students to avail themselves of courses in summer sessions and local schools.

No specific figures were given as to the increased enrollment in secretarial training courses. However, there seems to be a growing awareness of the importance of secretarial skills for those who plan business careers by both the college and the students.

The answers to the last question, "what can business personnel managers do to assist guidance and counselling personnel in colleges," are included in the next and last section of this report.

A Program for Increasing Attention to Secretarial Training in College

The colleges interested in school-work plans invited participation in them. Such plans are not always applicable in particular businesses, but an interested personnel manager should disseminate such information to other people who would benefit. This type of information can be exchanged at association meetings. The other colleges requested detailed information on the requirements of business for various jobs, so that students could prepare for them during college years.

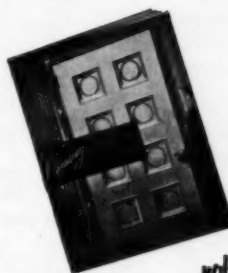
The proposed program for increasing attention to secretarial training in colleges should include:

a. Personnel Manager's Contribution

Establishing contact with college guidance personnel and outlining job requirements and specifications.

Encouraging visits by both guidance personnel and students to see operations in action.

Addressing student groups on job possibilities in business, requirements, remuneration, possibilities for advancement.



**CHOOSE
A CAREER—
not just a job!**

We'd be surprised if you hadn't heard that before. We wish you success.

You can easily look up The Travelers—find out about its size, stability, prospects, etc. We'd rather talk briefly about a point of our business philosophy: We are always on the lookout for personable, mature graduates with bachelor's or higher degrees. We will need them, as they develop, to guide our business in the future. They find that we talk in terms of the long haul—and that we do everything within reason to foster personal success. Sound training, security benefits that relieve the developing career-man of a variety of personal worries, advancement as individual merit warrants—these are the foundation stones upon which he—or you—can build.

Our needs for good men and women are as varied as our multiple-line insurance responsibilities. If you are sales-inclined, we have various salaried opportunities. If you are otherwise inclined, variety is even greater. Ask to see our book, *Choosing The Doorway To Your Future*, in your Placement Office.

Your inquiry is invited. Address CAREER DESK, The Personnel Department.

THE TRAVELERS INSURANCE COMPANIES
700 Main Street, Hartford 15, Connecticut

Following up on promising business students and providing adjunct counseling in preparation for and securing a job.

b. College's Contribution

Including and making secretarial training courses required, with credit, for those interested in business careers.

Encouraging students to supplement college work with such courses if it is not practical to include them in the curriculum. Following up on these students to check progress.

Advising students to make personal contact, by letter and by visits, with the firms representing the type of business in which they are interested so that students will have a source of practical information and advice.

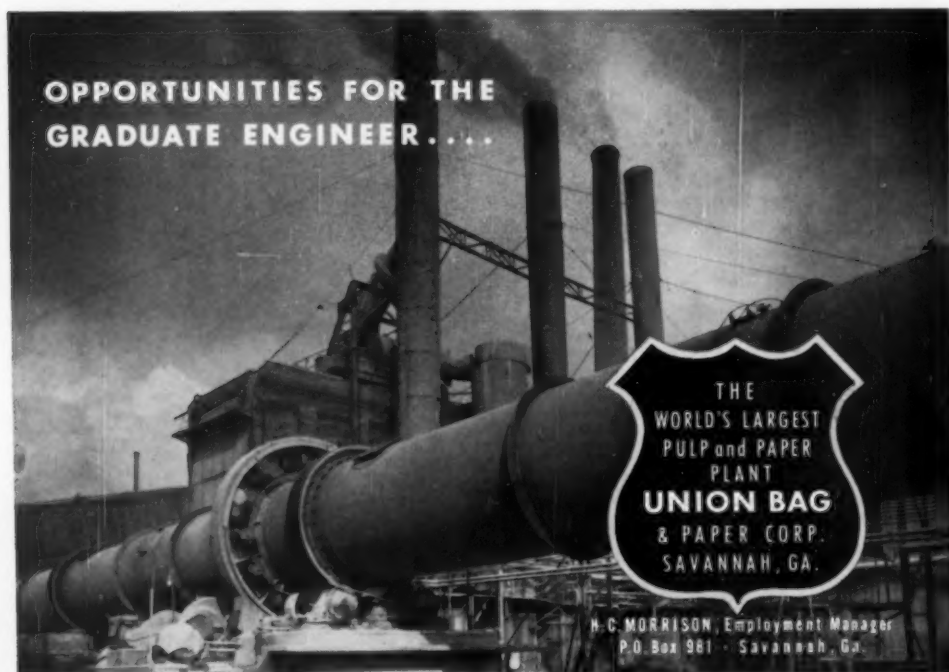
Making periodic visits to business offices to establish placement contacts. Attending business meetings (trade associations) and shows (equipment displays) to become familiar with business ideas, thinking and development.

Encouraging business students to attend business shows.

Working with local business houses to secure part-time employment for business students so that they will have some face-to-face practice in business operations and so that they can accumulate some practical experience.

The student's contribution will be the willingness to prepare as advised by both the personnel manager and the guidance counselor, in the various steps to be taken.

The college graduate with secretarial training and experience is in demand in today's market. This demand is likely to increase, and those willing to prepare for it will have the greater advantage in securing the better jobs, the higher salaries and the greater opportunities. For those who are interested in a long-range business career, the secretarial position is often the "open sesame" to executive opportunities.



**OPPORTUNITIES FOR THE
GRADUATE ENGINEER....**

THE
WORLD'S LARGEST
PULP and PAPER
PLANT
**UNION BAG
& PAPER CORP.**
SAVANNAH, GA.

H. C. MORRISON, Employment Manager
P.O. Box 981 - Savannah, Ga.

Boeing offers long-range engineering careers

Scores of Boeing engineers today are enjoying intriguing and rewarding careers because of sound advice given them 10, 15 or 20 years ago by their college professors and placement officers.

Today your students will find in aviation—and Boeing—still greater opportunity and growth potential.

Boeing today employs more engineers than at the peak of World War II. One out of each seven employees is an engineer! And stability has long marked an engineering career here. Forty-six per cent of Boeing engineers have been with the company for more than five years; 25% for more than 10 years; 6% more than 15 years. There are a number with 20, 25 and even 30 years' service.

What kind of work does Boeing offer? Opportunity lies in three basic areas: Research, Design and Production. Programs include multi-jet bombers, America's first jet transport, the Bomarc pilotless aircraft guided missile system; application of nuclear power and supersonic flight.

Boeing is continually seeking engineers of ability—electrical, civil, mechanical, aeronautical and related fields, as well as physicists and mathematicians with advanced degrees.

Engineers are encouraged to take daytime graduate studies during working hours and are reimbursed for all tuition expenses. May we send you—or any of your students—additional information about engineering careers at Boeing? Just write:

JOHN C. SANDERS, Staff Engineer — Personnel,
Boeing Airplane Company, Seattle 14, Wash.

BOEING

WHAT'S BEEN HAPPENING AT **IBM?**



IBM 650 Magnetic Drum Data Processing Machine—shown here as it went to work for a large life insurance company. *Many 650's* will be delivered to business in 1955.



IBM 702, designed especially for accounting and record keeping—gets things done at over one quarter of a million operations a minute.



IBM Type 60X—world's first all-transistor computer with automatic input and output—points up IBM leadership in research and development of electronic data processing machines.



"NORC," the fastest and most powerful electronic calculator the world has ever known—designed and built by IBM—was recently delivered to the U.S. Navy.

Here you can see some of IBM's recent developments in just *one* area of its business. Similar advances in its *many* areas of operation are constantly creating new and ever greater career opportunities for your graduating students.

Here at IBM, whether a man's major interest is selling, engineering, accounting, or research, there's something big for him to do, something that gives him not merely "satisfaction" but "enthusiasm."

Here, opportunities are unlimited. Your students can continue their education, continue to grow in stature and responsibility. You could wish them no finer future.

International Business Machines Corp.
590 Madison Avenue, New York 22, N. Y.

How Do I Get a Job in Advertising?

... When graduates ask—this advice may help you to help them

FRANK R. OTTE, Vice-President
Fuller & Smith & Ross, Inc., Cleveland

So you want to get into the "advertising game?" You have come to us to ask *how*. First, then, don't call it a *game*; you'll find some who resent this adolescent or jocular approach; like those who wince when you speak of the college *frat* instead of fraternity.

Advertising is a business, some even call it a profession. The truth is that today advertising lies somewhere between a science and a semi-science; in this twilight zone of commercial propaganda honest men are striving hard to lift it from the grasping hand of the charlatans. To this end the 4As, the Better Business Bureau, the government and others are cooperating.

In your college studies, you have crammed on theories, but we are wondering if any of your professors have indulged in the philosophic aspects of our business. If not, let's listen. Personally, we think these four human characteristics will square the compass to help you set sail in the right direction.

• **PERSONALITY:** Charles W. Eliot has a definition, "Every one now believes that there is in a man an animating, ruling characteristic essence, or spirit, which is *himself*. This spirit dull or bright, petty or grand, pure or foul, looks out of his eyes, sounds in his voice, and appears in the manners of each individual. It is what we call personality."

Some men are born with an advertising or selling personality. Others cultivate it. How one acquires it is not nearly so important as the fact that every account executive, every contact man *must* have it. Advertising is a sensitive business, inhabited by sensitive people who at times dwell in an almost dream-like intuitive world of human desires. How

to marshal these desires for management first, and succeeding, sell their fulfillment to the masses by words on paper, or a voice on the radio or by active art on billboards is salesmanship of the highest order. Here is a chal-

Reprinted from *Printers' Ink*, June 22, 1951.
Copyright 1951 by Printers' Ink Publishing Company, Inc., 205 E. 42nd Street, New York 17, New York.

lenge, an understanding, a humility which is complemented by *personality*.

• **COURAGE:** No leader has ever succeeded without this characteristic. It has been referred to as the greatest quality of the mind next to honor. You will need courage to tackle the job, sometimes under great pressure; courage to present it, courage to see it rejected and start all over, courage to answer the client's fire alarm no matter how severely it interferes with your home life or personal affairs.

• **FAITH:** This is faith in yourself, in your associates, in your client and his products. If, when you write his advertising, you do not have faith in the quality and integrity of his merchandise then you are a hypocrite, and the cancer of your activity will eventually destroy you. But that is merely professional faith. There is more; there is faith in God because, lacking this spiritual capacity, there can be no abiding faith in yourself, and courage becomes merely temerity. But more than that: if you have faith in the integrity of

others, it follows almost axiomatically that you yourself are a good man. In summary, it's as simple as this: Man cannot live by bread alone . . . nor can advertising.

• **TALENT:** This is something you are born with. The psychologist calls it aptitude. We have purposely left this last because actually it is less important than the other three: *Personality, Courage, Faith*. I have the belief to say this because in a long life of teaching advertising, working with countless business associates and training many bright beginners, I have seen brilliant talents turn to failure because the rest of the foundation was shaky. On the contrary, I have seen many of lesser talents grow brighter with the years of experience because dogged perseverance was backed up by the trilogy of personality, courage and faith.

You have had enough of philosophy? Well then let's get down to the factual aspects of this commencement dissertation. You ask, "How can I know whether I have a talent for the advertising business?" It's a fair question. In the early days of my aspirations to make a living I wish someone had had as ready and as sure an answer as we can now give you. Had aptitude testing then been available, some of us could have spared many years of trial and error jobs.

Aptitude Testing

Aptitude testing is a new science but as incomplete as it still is, this currently appears to be the answer to your question. I can say this with some degree of confidence because for several years it has been my privilege to be associated with the aptitude testing program of the American Association of Advertising Agencies. I have seen hundreds of these test analyses and have worked with or advised more than a score of aspirants who found their talents through this medium of personnel research.

Today, aptitude testing is a business, and there are several qualified organizations which employ a staff of graduate psychologists to help you.

However, unless there is an immediate employment (or change of employment) urgency

we would recommend you wait for the 4-A aptitude testing program. Since 1946, the American Association of Advertising Agencies has made the Personnel Laboratories battery of tests available to hundreds of aspirants from coast to coast. Incidentally, the 4-A fee or the Laboratories by-mail charge is exceedingly moderate.

Talent Analysis

Your talent analysis will be broken down into these general advertising agency functions: copy, merchandising and contact, art, media, research, production and administrative. This listing proves how broad is the talent requirement in the agency field. Here in itself is an attempt to insure against a square peg in a round hole. For instance, you might rate *Excellent* for copy but *Poor* for production. Not strange when you consider that copy is closely associated with the imaginative mind whereas production is for those who have a more mechanical bent.

I stress the aptitude tests because with today's trend of business in motion, you'll find management extremely anxious to preclude misfits. This is expensive for business and extremely frustrating for the novice. In brief, an aptitude test which shows that you have the potentials for the advertising agency business is the best way to get your foot in the door.

Well, let's assume that this point is settled one way or another, where do we go from here? You go looking for an advertising job, of course. And how do you go about it? You follow the same principles that all agencies follow when angling for a new client, or when submitting a campaign program. You make a presentation.

With a thin presentation you haven't much to submit other than the urge and the aptitude test results which prove you have the stuff eventually to grow into some account executive's shoes. So surround your aptitude test analysis with all the data and facts of your antecedents, your cultural background and your education. While it is true that those who interview you will cast a cold eye on your college themes, nevertheless these academic efforts help to confirm your writing



NEW PRODUCT in the air conditioning field is Worthington's ultra-modern winter and summer home air conditioner. It's a compact package that heats, cools, circulates, filters, and con-

trols humidity. Like every Worthington product, this good-looking unit is designed and built for a lifetime of quiet, efficient service.

Making today's BIG news in air conditioning



NEW BUILDING in New York is the glass-sheathed Manufacturer's Trust Building. It's cooled by a Worthington central station system—so big it does the same job as melting 300 tons of ice daily.



NEW LIFE FOR OLD STORES. Shoppers stay longer, buy more in stores cooled by Worthington units with the new "Million Dollar" compressor. New 3-D circulation aims comfort right where you want it.

Worthington's new residential air conditioners, packaged units, big central station systems—all are making headlines in the air conditioning field. And the same research and engineering skills responsible for their development are applied to all Worthington products—engines, turbines, compressors, construction machinery, as well as pumps.

For the complete story of how you can fit into the Worthington picture, write F. F. Thompson, Mgr., Personnel & Training, Worthington Corporation, Harrison, New Jersey.

4.230

See the Worthington representative when he visits your campus

WORTHINGTON



When you're thinking of a good job—think high—think Worthington

AIR CONDITIONING AND REFRIGERATION • COMPRESSORS • CONSTRUCTION EQUIPMENT • ENGINES • DEAERATORS • INDUSTRIAL MIXERS
LIQUID METERS • MECHANICAL POWER TRANSMISSION • PUMPS • STEAM CONDENSERS • STEAM-JET EJECTORS • STEAM TURBINES • WELDING POSITIONERS

See the Worthington Corporation exhibit in New York City. A lively, informative display of product developments for industry, business and the home. Park Avenue and 40th Street.

ability, and all phases of school activities help to spot your leadership potentials. From here on out it's a matter of ringing agency doorbells. That requires real courage, persistency and continuous acquaintanceship.

Let's illustrate: The eager young man at my desk had a neat presentation, a very humble one. It had been preceded by three letters asking for an interview. Such persistence deserved an audience. "What do you know about advertising?" I asked.

"Nothing," he replied, "that anyone couldn't get out of a textbook, and I've read a lot of them."

Mentally, I gave him a high score for honesty and humility.

"But the aptitude tests," he continued, "show I belong in this field. That gives me confidence that I can climb the ladder just as you have."

I scored the candidate for finesse.

There was a moment's silence and then he continued, "You handle the X account?"

I nodded.

"I've been through their plant, talked with their publicity director, learned all I could and then called on a score of dealers. Here's my report. It may be sort of scholastic, but perhaps it sounds off the way my generation thinks."

He shoved a neatly bound dealer analysis on my desk.

"Then," he continued, "I took the liberty to write some ads. You'll say they're adolescent. And perhaps they are, but one has to begin somewhere even if it's only as a filing clerk . . . and absorb. I'm a pretty good sponge."

He got an opportunity. His was a good selling job; the aptitude test proved he had the potentials, the dealer analysis proved he had made some study of our problems, the copy showed he wasn't afraid to try. His approach was appealingly sincere and convincing that he wanted to make advertising his life work with a willingness to learn from the bottom up.

To summarize this candidate: He had personality, courage, faith, and his aptitude test

proved latent talents. That's what our business is looking for. It needs trainees like this as badly as you need a break to get started.

Temporary Employment

But suppose you find no immediate opening; this is quite likely because our business is a limited field with a total personnel little more than 25,000 in all phases of its activities. If you refuse to be discouraged, then seek temporary employment which will help you to understand human nature: newspaper reporting, door-to-door canvassing, clerking in a store; try writing for the trade journals; join your local advertising club; seek an opportunity to serve on local committees such as the Red Cross Drive, the Community Chest, the Cancer Fund; get acquainted with advertising contacts; gather data which will give you a good working knowledge of the agencies in your area and keep up your letter-writing campaign.

Speaking of letters, they should be your own personal advertisement the objective of which is to secure an interview. Don't be overly humble, humorous or high-minded. Be sincere and convinced of your abilities. Incidentally, don't hesitate to ask some account executive to copy chief your letters.

Well let's assume you at last have a job. What now is the expectancy? You must be prepared to start at a low wage. Remember that your employer is actually paying for your post-graduate course. For at least two years you are his liability rather than an asset because every trainee is a gamble until he can prove adaptability to the organization and begin to pay off. For this reason, your training period will be far more costly to your employer than it will be for you.

Training Methods

Logically we could assume that agency training is of a pattern throughout the business. Actually there's considerable variance in methods. Nonetheless the fundamentals are the same. Our own agency approaches training informally. Beginners are known as expeditors. In this capacity you graduate through a sort of technical office boy process.

As you file countless ads and collateral materials you have an opportunity to observe copy and layout techniques. Your leg work on follow-through helps to soak up the details of visuals, final art and all the process of engraving and printing. Gradually you get the feel of the business; you can distinguish the differences between offset and letterpress, color processes, screens, type faces and the other innumerable distinctions of the graphic arts.

Occasionally you will sit in on client conferences. By listening you will come to understand the subtle art of compromise, the psychology of minor concessions and all the other phases of contact selling. You'll write the minutes and begin to relieve your boss of the countless details involved in a plan of action to and through the completion of the job.

This is your internship up to the time an emergency arises, and they always do because

a crisis is an inevitable phase of advertising and selling. Somewhere along the line of these eruptions an over-all job will be thrown at you. It may be a sink-or-swim ordeal, but if in the one or two years of expediting you have learned to swim in stormy waters, you will reach port without catastrophe. Once on dry land, you'll be in; and the harbor reaching out to far horizons will beckon you to set sail on the greatest of all business ventures—*advertising!* Call it a *game* if you insist; considering it really as an *ad-venture*, that appellation is not too confusing because no matter how long you tread the histrionic stage of commercial propaganda there's always a new act, always a new audience, always a different show, always the opportunity to rehearse new ideas—never a falling into a rut. If you have the stuff, you'll find advertising exciting, stimulating and well paid.

So here's good luck in a career as happy for you as it has been for us.

OUR BIGGEST YEAR!



Our 1954 total sales were 27% greater than the previous year's and more than four times our new business 10 years ago.

Here is a GROWING concern with excellent opportunities in both home office and sales work for qualified graduates.

Massachusetts Mutual
ORGANIZED 1851

LIFE INSURANCE COMPANY
SPRINGFIELD, MASSACHUSETTS

Some facts about Monsanto

Q. What is Monsanto?

- A. From one product—saccharin—Monsanto has grown to prominence as one of the largest makers of chemicals in America. Its coast-to-coast network of laboratories and plants produces more than 400 chemicals and plastics for industry and the consumer. Monsanto's people number 20,000, including many hundreds of technically trained graduate men and women.

Monsanto employs technical graduates in the following functions:

IN RESEARCH: Exploratory • Process development • Application

IN ENGINEERING: Chemical engineering • Design engineering • Process development • Mechanical engineering • Maintenance engineering • Construction engineering • Power engineering • Instrumentation

IN MANUFACTURING: Production supervision • Analysis control • Process investigation

IN DEVELOPMENT: Market analysis • Product development • Technical service

IN SALES: Sales development • Sales promotion • Industrial sales • Merchandising sales



Survey of High School Seniors

. . . and their parents, concerning educational and career plans

ROBERT SHOSTECK, *National Director of Research*
B'nai B'rith Vocational Service Bureau

During the past several years the B'nai B'rith Vocational Service Bureau has conducted a number of follow-up studies of graduates of American colleges and universities. The following is a summary of a study of the educational and career plans of high school seniors of the class of 1953, and parental views regarding these plans, in two cities, Philadelphia, Pennsylvania, and New Haven, Connecticut. The completed questionnaires were obtained from more than 4,000 seniors and their parents. This study is unique in educational research, in that it includes parents as well as students and affords a comparison of the opinions and attitudes of both groups.

Post-High Schools Plans

Out of every ten members of the class of '53 in both Philadelphia and New Haven, 7 among males and 6 among females stated that they would like to continue their education, if given the opportunity. However, only 5 out of 10 boys and 4 out of 10 girls in the class of '53 believe they can realize such hopes.

A larger ratio of male students compared with female, and students from families in professional, managerial, clerical or sales occupational groups, compared with classmates from other socio-economic groups, expected to go to college, or to business, trade or technical school.

Next in importance were plans to obtain full-time employment immediately after high school, mentioned by about two out of ten

seniors. Girls were somewhat more inclined to this plan than were boys.

Seniors from upper socio-economic groups (professional and managerial) more often than classmates from other groups, reported plans for full-time college; less often did they state plans for full-time college; less often did they state plans for a full-time job, enlistment in the armed forces, or going to college part-time while employed. A far greater ratio

The full report of this study is available at 75 cents per copy from The B'nai B'rith Vocational Service Bureau, 1761 R Street, N.W., Washington 9, D. C.

of seniors from the top socio-economic groups than those from other classes expressed the hope of realizing their educational aspirations.

There was general agreement between parents as a group and students as a group regarding the latters' plans for the future—both the aspirations and realistic expectations. Significant differences occur when a comparison is made between the plans of a particular senior and his parents' ideas as to a suitable plan. When we line up all male students who stated they would like a full-time job after high school, we find only 46 per cent of their parents agreeing with them. An equal proportion would like to see them continue with some type of education. All but a few parents agree with their sons' stated plans for attendance at college on a full-time basis. Only one-third see eye to eye with

their sons' plans to work and go to college part-time, or to enter a business, technical or trade school. Some have more ambitious plans for their sons, others less lofty aspirations. *Only a small minority (16 per cent) of parents concur with their sons' plans to enter the armed forces.*

With respect to girl graduates, 7 out of 10 parents are in agreement with their daughters' expressed plans to work full-time, and over 8 out of 10 approve full-time college plans. Only 4 out of 10 agree with the part-time college plus job plans of daughters, and more than 5 out of 10 approve of goals for further education in a business, technical or trade school. Least approval, by only one out of 10 parents, is given to daughters who said they proposed to enter the armed services.

One-third of Philadelphia seniors reported that they expected to finance college training by a combination of earnings and parents' contributions. More females than males planned it this way.

A somewhat smaller proportion said they expected parents or relatives to foot the entire cost of college. Twice the ratio of females to males had such hopes.

A yet smaller group expected to work their way through college. In this category, males predominated over females.

Seniors coming from families in the upper socio-economic groups, far more than others, expected their parents or relatives to foot college expenses. Seniors from lower socio-economic strata, in twice the proportion of others, expected to work their way through college or to take advantage of the G.I. Bill.

About three-fifths of all graduates of the class of '53 reported that they do not expect to continue formal training after leaving high school. Four out of 10 in this group said they planned to go to work, marry, or join the armed forces. Over 2 out of 10 said they couldn't afford college, and almost an equal ratio weren't interested in college or other type of schooling. The remaining groups couldn't meet grade requirements or gave other reasons for not wishing to go to college.

Career Plans

By graduation time, 9 out of 10 girls and 8 out of 10 boys reported decisions as to the careers they planned to follow. Parents exerted the greatest influence on vocational choice among 4 out of 10 seniors. Each of the following was reported as "the greatest influence" by approximately 1 out of 10:— friends, school personnel, work experience, and printed materials and audio-visual programs.

Four out of 10 seniors reported choice of a professional field and an equal ratio selected some clerical or sales occupation. One in 10 chose a skilled trade, while the remaining senior chose some other job field. This pattern of career choice, except for the clerical-sales group, is out of line with the actual distribution of workers who have a high school education.

A larger proportion of male than of female graduates chose professional or technical fields, or skilled trades, while the reverse situation prevailed with respect to clerical and



CONTINENTAL AMERICAN
LIFE INSURANCE COMPANY
WILMINGTON • DELAWARE

sales jobs. In general, the aspirations of female graduates were more realistic than were those of the males.

The career choice preferences of males, in order of popularity, were: engineer, technician, physician, teacher, machinist-toolmaker. For females, choices were: secretary-stenographer, general clerk, teacher, typist, nurse and bookkeeper.

Youth from professional-managerial families aspired to jobs at the same socio-economic level as their parents more so than did seniors from lower economic groups. A substantial proportion of seniors whose parents were in clerical-sales or skilled trades aspired to professional or semi-professional career fields.

The impact of parents' educational background is shown by the fact that two-thirds of seniors from college backgrounds chose professional careers, while only one-third of those whose parents hadn't gone beyond elementary school chose a goal in the professions. In general, the occupation of second

choice was in the same major job group as the first choice.

That parents were pleased with their children's career choice is shown by the fact that 92 per cent approved the career selection, 4 per cent favored another choice, and 4 per cent were non-committal.

Prestige Rankings of Occupations

The high prestige value attached to professional occupations played an important role in the choice of careers in the professions by seniors. In a list of 12 occupations, the professional fields were all among the top six, while the non-professional occupations were in the lower half. There was a remarkable consistency in the rank accorded each job field despite differences in sex, and socio-economic status. The physician was on a pedestal alone since more than half ranked him first. The banker and engineer and high school teacher all were clustered around the

If it is a career you want ... PETROLEUM offers P R O G R E S S

Are you interested in a job with a real future? The Atlantic Refining Company, a leader in the petroleum industry, offers opportunities to qualified college graduates in all phases of the business—Production, Refining, Transportation, Marketing and Staff Activities. Meet Atlantic's representative when he visits your campus and discuss possible career jobs for Civil, Chemical, Electrical, Industrial, Mechanical and Petroleum Engineering graduates and for Chemists, Geologists, Geophysicists, Paleontologists and Physicists as well as for those interested in Accounting, Sales or administrative work.



The Atlantic Refining Company has production in 13 states, the Gulf of Mexico, Canada and Venezuela. It operates a 124,000 BPD refinery in Philadelphia and a 65,000 BPD refinery in Port Arthur, Texas. Atlantic markets along the Eastern Seaboard from New Hampshire to Florida and in South America, primarily Brazil. Research and development laboratories are located in Philadelphia, Pennsylvania, and Dallas, Texas.

**THE HOME OFFICE OF THE COMPANY
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4th place, an indication of their having almost equal prestige in the eyes of students and parents. The remaining group of occupations were ranked in the following order by both students and parents: Army captain, elementary school teacher, insurance agent, farmer, carpenter, grocer, barber and truck driver.

Reasons for Satisfaction with Career Choice

The reasons given for career choice in order of popularity, were: "work offers good future"; "can use special talents and interests"; and "work pays well". Trailing behind were these factors: "Chance to deal with people"; "work offers security"; and "work offers chance to help others". Parents gave more weight than seniors to "chance to get ahead" and to "security", while students were somewhat more concerned than their elders with the earnings aspects of jobs, and the chance to deal with or to help people.

The factors of pay, job security and chance to get ahead stood out in importance with socio-economic groups below the top rung, while "use of special talents and interests" loomed far more important with the professional-managerial group than with others.

Only one out of 25 parents expressed dissatisfaction with his child's career choice. Half of these parents gave as reasons either the lack of security in the job or poor chances to get ahead.

The seniors in the class of '53 were for the most part realistic in estimating what they would earn the first year on the job. They were inclined to go overboard in regard to their likely earnings after 5 years on the job.

As a measure of the realism of career plans, educational plans were tabulated for those who had chosen professional and allied career fields. Among the group choosing professions, 3 out of 10 had no plans for post-high school training. A great many of these would-be professionals (except perhaps for music, nursing and other fields where college training is not essential) are unlikely to achieve their goals because of such inadequate plans for training.



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A Newspaper Career

... *What's it really like?*

GEORGE C. BIGGERS

*President, American Newspaper Publishers Association
President, Atlanta Journal and Constitution*

Misimpressions about the newspaper business are so widespread that the would-be newspaperman owes it to himself to look at "newspapering" as it really is today.

The word usually used to describe a newspaperman's life is "glamorous." Glamor, says the dictionary, is mainly "a delusion wrought by magic spells," or "any artificial interest or association by which an object is made to appear delusively magnified or glorified." In other words, phony. There once was a time, distorted by nostalgia, when editorial rooms housed a hard-drinking, brawling bunch of swashbuckling rascals. But they are a breed that has vanished from all but memory and the movies. That kind of glamor was too often the front for a young man covering a banquet, with holes in his shoes. Newspapermen have traded it in for respectable wages and an appreciable measure of security.

Incomes

Today, newspaper incomes compare favorably with other callings. Even the beginner can expect \$50 to \$75 a week. The newspaperman of five years' experience is paid \$5,000 to \$7,500 a year. If he goes on to an executive job, he generally receives \$10,000 or more. Practically every metropolitan newspaper protects its staff with pension plans and group insurance, including hospitalization.

Newspapermen and women, these days, are as clear-eyed as their fellow commuters on the

trains from the suburbs. Their collars are unfrayed, they work hard, have fairly regular hours and get paid for overtime. After they've written all their stories for the day, they go home and write checks for the laundryman, the milkman and the di-dee wash service. It would shake the ratings of some absorbing

This article is reprinted by permission of The New York Life Insurance Company. Mr. Biggers prepared the article, which appeared as an advertisement, especially for New York Life.

television programs if the public knew that you could go through hundreds of city rooms without finding a single reporter who had ever been shot at on an assignment.

Still, there is a very real excitement to newspapering. It is the pervading thrill of being the first to know, of being an insider, of being where things happen, of knowing the people to whom they happen and also the people who make them happen. Underlying it is an excitement that emanates from the newspaper itself. It's an almost indefinable quality. The men and women of the business joke about it as a sort of lunacy brought on by printer's ink. What it really is is a tempo, a pulse-beat of each paper. It starts moderately, picks up an increasing urgency as each deadline approaches and builds to a crescendo of tension each time the paper goes to press.

It is a vital rhythm that makes itself felt, whether the paper publishes one edition a week or seven a day. And it gets into the fibers of the paper's people.

Counteracting the pressures of deadlines, the newspaper office at other times presents an atmosphere so relaxed as to compare favorably with the annual picnic and clambake of more prosaic places of business. At work, nobody says anything if the newspaperman chooses to hang up his coat and leave on his hat. The grooves in his desk probably were worn there by heels, not elbows. And few newspaper offices have ever broken their broods to the ash tray. The informality of the editorial rooms produces a comradeship among newspaper people that carries over into most of their social lives, as many a shop-talk-worn newspaperman's wife can testify.

Prestige and Influence

More fortunes have been lost in the newspaper business than have been made in it. But while it offers few of its followers riches, it does put each of them within reach of a reward that even the richest men keep seeking—power. From the time the young reporter on his first assignment walks through a fire line or takes his seat at the Civic Club press table, he senses the prestige and influence that are his as a newspaperman.

"You can't fight City Hall" has become an expression to connote total futility for the ordinary citizen. But the properly placed newspaperman who wants to fight City Hall can. Newspapermen are doing it in cities and towns all over the nation, uncovering corruption and graft, turning crooks and incompetents out of office. It would be difficult to find, in any other career, a shorter, more direct route to civic accomplishment.

Just recently, a Washington correspondent, irked about an administration leader's action, expressed his dissatisfaction plainly, face to face with the President of the United States. Of course, anybody in this country has a right to be exasperated with a government official. But how many have the privilege of telling the President so?

College Necessary

A college education is almost prerequisite to a newspaper career these days. Most of the young people now entering the work are graduates of schools of journalism. Some newspaper executives consider a liberal arts education just as good. But a growing advantage of the journalism schools is that they often line up jobs for their better graduates.

The prejudice against women on newspaper staffs fades unevenly but nonetheless surely. Editors used to keep all but a rare few of the staff women in resentful captivity behind the frosted panels of the society and women's page departments. Today you'll find women on ordinary assignments with men, on rewrite, even covering politics. Where there used to be about one woman to every twenty men on newspaper staffs, the proportion today is nearer one in five.

A venerable editor was once asked, "What makes a superior newspaperman?"

He thought a long time. "First," he said, "you'd have to know what makes a good newspaperman—love of his work, initiative, enterprise, judgment, resourcefulness, a logical and orderly mind, poise, persistence, honesty, intellectual integrity, a sense of humor, idealism. Then a superior newspaperman would have all these qualities, plus a compelling passion to learn the truth."

All children go through a phase of asking, "Why?" "Why is there paper around the crayon?" "Why does the dog sniff everything?" "Why do you have to have money for things?" Most children get over it. But some only change the questions. They go right on asking, "Why?" It is one of the few childhood signs that there may be a future newspaperman in the family.

The various specialties of the business—reporter, rewrite man, copy reader, editor—require different qualifications, but one characteristic all of the better ones share is an acute and driving discomfort in the presence of any question that needs an answer.

Newspaper Consolidations

The trend of the last quarter-century has been toward newspaper consolidations, with

fewer newspapers. A recent survey showed 747 daily newspapers gone out of business in twenty years. Although this would indicate diminishing opportunities, the fact remains that any bright young man generally has an easier time getting into the newspaper business today than was the case fifteen years ago. One reason is that merged newspapers tend to have bigger staffs. Another is the increased demand for newsmen in allied fields—radio and television newscasting, news magazines, wire services, syndicates. Apart from the actual newsgathering end of the business, there are also many opportunities for young men and women in the circulation, advertising and mechanical departments.

Invaluable Experience

The training a young man gets in news work is unsurpassed as a background for writing, advertising, public relations, politics, management, practically any other pursuit.

There are just enough shining examples of ex-newsmen in these occupations to prove the point. There is, however, a notable flaw to the theory that newspapering can be a preparation for a better career. Even when the lushest outside opportunities present themselves to the newspaperman, as they do more frequently than to most people, he often refuses to leave the business. Those who call him a fool for this will always get a hearty agreement from the fellow himself. But still he stays.

Why? Perhaps it has something to do with that mystic pulse-beat of the paper that gets into mortal arteries. Perhaps it's something that happens when the presses downstairs start to roll. A perceptible quiver goes through the building. The men and women sitting at their desks can feel it, and with it comes a satisfaction that no other craft can duplicate. For it tells them that the work they have just finished is on its way to entertain and inform and protect their fellow men.

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. . . Thirteen Commandments

FRANKLIN H. BEARDSLEY, JR., *Personnel Director*
The American Metal Co., Ltd.

1. The "All-American" Placement Officer realizes and practices the philosophy that the student and his future are his prime responsibility. Toward this end, his approach is one of guidance and advice not specific placement in one company, as such.
2. To achieve this, he attempts to help the student mature and to recognize his own strengths and weaknesses and to appraise his own opportunities.
3. He makes the best physical arrangements possible for the recruiter and the student to pursue their mutual interests.
4. He learns as much as possible about various industries and companies so that he is in a position to advise on a more accurate basis than just impressions of the recruiter's personality.
5. He provides investigation and study facilities in the form of a placement library (including company reports, brochures and other information), general business indices and similar facilities—or guides students to use such facilities in the university library or elsewhere.
6. He represents his university or college—its philosophy, policies and practices—to company representatives.
7. He coordinates the various campus activities bearing on selection. These include faculty references and recommendations, extra-curricular and work experience records and appraisals—in short, all those many experiences which the prospective employer will need in the course of proper selection.
8. He thinks of new and better ways—more professional and appropriate approaches—to the problems of placement and does not "rest on his laurels." He exchanges these

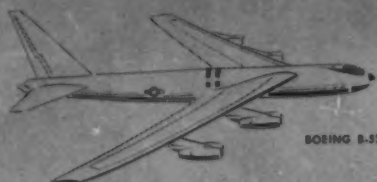
views with employers, students and associates to gain a growing point of view. He is "dynamic," not "static".

9. He realizes that company programs and needs will vary—and usually for good reasons. Nevertheless, he points out to recruiters the need for continuity of their efforts. In so doing, he stresses sound explanations, to candidates, of company and position requirements.
10. He assists, to the appropriate degree, in arranging for company visits, supplying

A similar list of "commandments" for the "all american recruiter", by John Kirkwood of Rutgers University, appeared in the December issue.

of transcripts and other records and in general, follows a high standard of business conduct in his relations with recruiters.

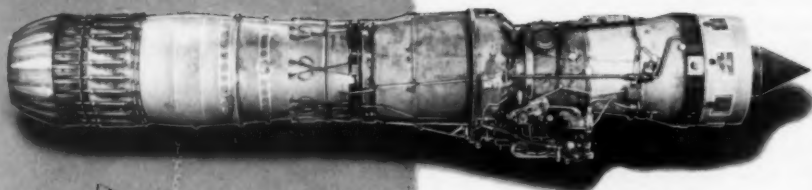
11. He does not "sell" individual men to company representatives but does give frank evaluations of their abilities and interests on the basis of the information available to him.
12. He keeps company representatives informed concerning the number of graduates, degrees, fields of specialization, dates for interviewing and other pertinent data relating to graduating seniors and other students (and alumni) seeking placement.
13. In summary, the Placement Officer chosen for an "All-American" post serves professionally the triumverate of student, university and company performing a vital function in our free enterprise system—that of assisting young people in making one of their most important decisions.



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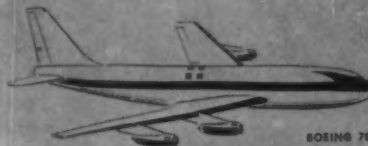
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Fraternity Life

. . . the view of a University President

DEANE W. MALLOTT, *President*
Cornell University

Fraternities from time to time come under the critical eye of university administrators and trustees for pranksterism, snobbishness, or carelessness. Occasionally they are banished altogether; often there is at best an uneasy truce.

I happen to be one of a considerable number of university administrators who feel that the fraternities contribute a great deal to the educational process, and that the so-called "evils" of the system are more inherent in human nature than in this particular form of social organization.

The chief complaint, of course, is that they are discriminatory. Sometimes they are, but it is only when the discrimination is based on intolerance and bigotry that I am really concerned. If the discrimination is based upon individual personality, and character and ability, there can be little complaint. And certain it is that a considerable proportion of the educational process is directed toward developing discriminating human beings—those who recognize human values, artistic and cultural values, spiritual values, physical values, and intellectual values. That this can be part and parcel of a self-perpetuating, largely self-governing and self-disciplining group is all to the good. The real problem comes when not all of those who would like fraternity membership can be offered such advantages, a dilemma which has faced the fraternity system through the years. University and college administrators can help often-times with this problem, by fostering the addition to the campus of other fraternity groups.

In the fraternities some of the most enduring of life's friendships are made, friendships which will continue throughout life. This is

perhaps the greatest contribution of fraternity living, but from the point of view of the college administrator there are other values.

It has been my experience that focal points of campus leadership are to be found within the fraternity houses. Fraternity leadership, which must spring up if a house is to succeed, somehow goes hand in hand with university leadership. Often a college president finds a more sympathetic understanding of problems involving student life from those students who

This article is reprinted from *The Beta Theta Pi*, April, 1954.

themselves are trying to meet the problems of leadership within their own organizations.

Fraternities furnish, also, a certain amount of counseling. The upperclassman is often assigned to a fraternity freshman as counselor and mentor. Fraternity study halls are provided, as well as other aids and influences toward scholastic attainment. Often, a certain scholastic competition is at work among the various houses. All of this serves the educational purposes of the institution.

The presence of fraternities assures competitive and loyal groups of fraternity alumni and students seeking to interest young men in coming to the campus as matriculants. These are recruiting organizations *par excellence*.

The fraternities also enlist the attention of an especially interested group of older men—national and regional officers and local advisors—concerned with the campus and its problems, as well as with education in general, and almost always willing to give wholehearted cooperation to university authorities.

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SAN JOSE
CALIFORNIA

Too, from the institution's point of view, fraternities furnish a certain part of the "dormitory system," at no strain whatever on the institution's budget either for capital, or maintenance, or operating costs. In these inflationary days, this is serviceable help of no mean proportions.

Prospective freshmen, high school and preparatory school groups of various kinds, and visiting groups of one sort or another from other colleges and universities, are readily absorbed into the flexible and traditionally hospitable atmosphere and facilities of the college fraternity—many times each year.

Again on the physical side, the fraternities furnish a permanent home for the returning alumni, often thus providing the means for continuing contact between the alumnus and his institution, so vital to the continuing strength of the college or university and which would otherwise not be possible. It must be borne in mind that there is little appeal, and usually very little facility, to attract the alumnus back to a dormitory system.

The fraternity system varies, of course, from campus to campus—varies in the time of rushing and pledging, in the type and organization of houses, in their importance in the social and intellectual life of the college or university. These are details, even though from time to time they may be blown up into tremendous campus crises.

One hears sometimes the question raised: Is the fraternity system doomed? Certainly not in your lifetime or mine; the fraternity system contains strong values for survival. But the fraternities must recognize always that institutional loyalty comes ahead of fraternity loyalty, that the fraternity chapter exists because of the local institution and is therefore a part of the local complex and subservient to it, not independent and beyond general college supervision. The fraternities must realize also that they have a public-relations problem in their community; they must be good neighbors and good citizens, as well as members in good standing in the university itself, if they are to continue to serve their day and time.

A Campus-to-Career Case History



"This is what I did yesterday"

"I like a job that keeps me jumping," says Bill Jermain, C.E. from Marquette, '52. "And my first management assignment with Wisconsin Telephone Company does just that. I'm Service Foreman at Sheboygan, with nine installers, and that means variety of responsibility. But judge for yourself. Here's a quick run-down of what I did yesterday, on a typical day—

8:10—"Checked day's work schedule. One of my new men was putting in a buried service wire, and I went over the job specs with him to be sure he had things straight.

8:30—"Answered mail while my clerk checked time sheets from previous day.

9:30—"Out to supervise installation of the first aluminum Outdoor Telephone Booth in my exchange. Reviewed the assembly instructions with

the installers, then arranged for special tools and bolts to be delivered to the job.

11:30—"Drove across town. Made a 'quality inspection' on a telephone installed last week. Everything checked O.K.

12:00—"Lunch.

1:00—"Picked up film for next day's safety meeting. Watched the film, made notes for discussion.

2:00—"Met with moving company manager to estimate cost of telephone cable lifting for a house moving job. Drove the route he had planned and worked out schedule for construction crews.

3:30—"Returned to aluminum booth installation. Went over wiring specs with the electrician.

4:00—"Stopped at Central Office to pick up next day's orders. Met installers at garage as they checked in and assigned next day's work."

Bill has been in his present job about a year, and is looking forward to new responsibilities as his experience increases... as are the many young college men who have chosen telephone careers. If you'd be interested in a similar opportunity with a Bell Telephone Company... or with Bell Telephone Laboratories, Western Electric or Sandia Corporation... see your Placement Officer for full details.



**BELL
TELEPHONE
SYSTEM**

Test or Interview?

. . . What about the current

selection techniques?

We present two rather

interesting views.

CHARLES F. ELTON, *Director*
Student Counseling Center
University of Mississippi

I would like to undertake the prophet's role, and I'd like for us to look with prophet's eyes at a couple of common personnel practices.

The first personnel practice we need to look at is the INTERVIEW. There is a strong belief among many college personnel recruiters and college placement directors that students can be selected for potentially responsible industrial positions on the basis of an interview. I believe this because every college recruiter I have seen in the past year has held interviews with job applicants at the University of Mississippi. It appears obvious to me that if they didn't believe in the interview they wouldn't spend the time having them. Furthermore, the college placement office spends a great deal of time arranging these interviews and telling prospective graduates "Now as soon as you have your interview," as though

G. H. ESTABROOKS

Professor of Psychology and Director
of Placement, Colgate University

*To talk sense is to talk quantity but our
lives are run in terms of quality.*

A. N. Whitehead.

What is the aim of modern psychology? We might say it is to discover, to describe and if possible to measure the processes underlying the experience of reality. This matter of measurement has always intrigued the American psychologist. These problems assume importance which permit of quantification. All too often in our very reasonable enthusiasm, we forget the difficulties involved. A statistician has been described as an individual who draws a straight line from a hypothetical assumption to an unwarranted conclusion.

We could trace this argument between the measurers and the non-measurers back to Thales and Democritus of ancient Greece.

the student were being introduced into a sacred rite.

Now a good prophet does not beat around the bush. I personally scorn bushes as a cowardly way of life. However, I do feel the need for preparing you for the possibility of catching me with my "bushes" down. With this out of the way I'm ready to prophecy. I predict that—as soon as industrial personnel directors become more sophisticated—it will be possible to pick top-notch students for industrial positions with more reliability and greater validity by testing techniques than has ever been accomplished by interview procedures. In fact, I'm eagerly looking forward to the day when college recruiters will have to earn an honest living. That is, the day when they'll go to work at 9 in the morning and go home at 5 with the rest of the respectable hired help. Furthermore, with the money that the company will be able to save by not having to send recruiters on the road

everybody in the organization will get a 25 per cent pay raise.

I'd particularly like to challenge you to disprove my prophesy—excluding, of course, those parts concerned with the honesty of living. However, before you toss this aside as the work of a crackpot, let's use our prophet's eyes and see life as it is, not as you'd like it to be or necessarily as you believe it to be, but as it really is.

The Recruiter's Job

We ought to begin by describing what the college recruiter is trying to do when he's on a college campus. (I thought it would be best to begin here since I am not a recruiter, have never been one, and hence, ought to qualify as an expert.) The college recruiter has the responsibility of selecting from a number of individuals those who will help his company become more effective and hence increase the yearly stock dividend. If he isn't trying to do this, I suspect he better not mention it to

(Continued on page 44)

2500 years ago. We have refined our scientific method and have learned much about many things since the days of the Greek, but the battle still rages.

It is very difficult to assign dates in this controversy, for in science there never was "a moment at which" a line of investigation started. The individual scientist merely focalizes a certain trend of thought. However, for our particular purpose we might say that Weber in Germany around 1820 was the father of the modern quantitative approach in psychology. Then came Fechner and Helmholtz with the movement focalized in Wundt and his first psychological laboratory at Leipzig, Germany, in 1879.

At this particular time Germany was the scientific center of the world. Many young American psychologists found their way to Wundt's laboratory, where fascinated by his exact, scientific approach and brought his methods back to the United States. These men revolutionized American psychology, which

was now they hoped to become an exact science. Physics was the mother of science and the physicist was their God.

Again it is hard to ascribe a date but we may say that Cattell, one of Wundt's pupils, focalized this matter of the exact measurement of total human abilities in the 1890's at Columbia University. Since then much water has gone over many dams and we practical minded Americans have become enthusiastic testers. We have also, I would point out, become our most severe critics. We have learned that certain types of human abilities lend themselves admirably to testing. Certain other types have, up to the present, been very difficult to appraise by any testing technique.

Human Abilities

We may list human abilities under four very broad heads, sensori-motor, muscular coordination, intelligence and personality. These lend themselves to measurement and to predictive testing in varying degrees. The sensori-

(Continued on page 50)

his boss. Basically, the recruiter, by giving his stamp of approval to a job applicant, is saying: "I predict that Joe College has what it takes to make good in our company." Now I admit that this isn't the case everytime a student is hired. However, I'm sure that the recruiter at least believes that if the student doesn't quite have everything the company is looking for, after a brief time on the job the student will by some mysterious process absorb what he needs and hasn't got. Now let's assume that the recruiter knows what the company wants, and I feel duty-bound to point out that this is a whopping assumption. It's such a tremendous assumption because most companies really don't know what they want in terms of personnel, as evidenced by the vague generalities used to describe what they're looking for. However, let's get back to the problem of how the recruiter knows that the student is a desirable job applicant. I realize that the recruiter checks the student's academic record and talks to the college placement director about the student during lunch; I have seen a few of them dubiously giving a ten minute paper and pencil test. However, with all this the recruiter still doesn't don his shining armor until he has the personal interview. There with crossed legs and a keen, shrewd eye he thinks he can integrate all the data and obtain an overall impression of the suitability of the applicant for a job. Meanwhile the applicant is scared to death but manfully trying to be the 100 per cent All-American graduating senior—youth and ambition a la Dale Carnegie ready to be tempered by age and experience.

Frankly, the interview conducted by the average industrial interviewer and/or placement director is absolutely the poorest possible technique available for the selection of good personnel. It's so bad it shouldn't be used even to select poor personnel.

Evidence

Let us turn our prophet's eyes on the available evidence. This evidence is most ably summarized by H. J. Eysenck in his book *THE SCIENTIFIC STUDY OF PERSONALITY* which reports the following three studies. In

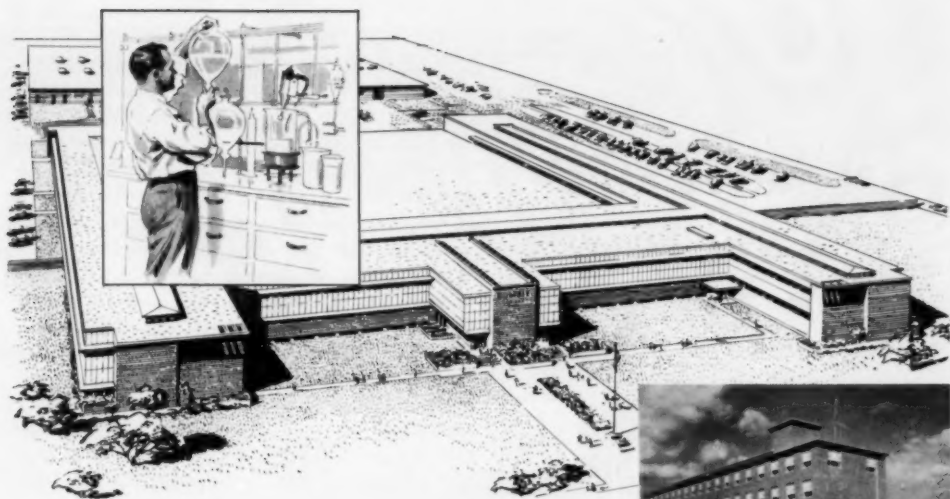
the first study, Dewey B. Stuit described the results of the Navy's attempt to predict by every possible known technique who would be successful in the various naval training schools. It is enlightening to quote from Stuit's results: "The improvement in predicting school success by having, in addition to test scores, an interviewer's evaluation of experience, interest, and personality is relatively small and may well be negative." Actually the figures Stuit quotes in his report show that in many cases the addition of the interview to prediction based upon test scores alone lowers the accuracy of the prediction, and in no case quoted is there a striking improvement in the accuracy of prediction. Since Stuit and his associates arrived at this conclusion after working with 37,862 recruiters, this conclusion and the data which support it deserve our most careful attention.

Another Study

Another study giving similar results is that conducted by H. T. Himmelweit in an English University. One of her aims was to compare existing methods of selection with objective test techniques. One of the traditional techniques much valued by the University was the interview. The main object of the interview was to assess the candidate's suitability to pursue a course of study with special consideration being given to the following factors: (here the University attempts to do what the recruiter does) (a) general intelligence, (b) previous education, training and experience, (c) interests and motivations, (d) personality and character.

What was the outcome? The interview data did not predict college success in any way, while the tests did a reasonably good job of predicting college success. And, as you might expect, there was no relationship between what the tests were predicting and what the interview was predicting.

The most impressive evidence of all is that presented by E. Lowell Kelly in a report on an experiment concerned with the selection of clinical psychologists. Following World War II there was a tremendous demand for clinical psychologists—most departments had



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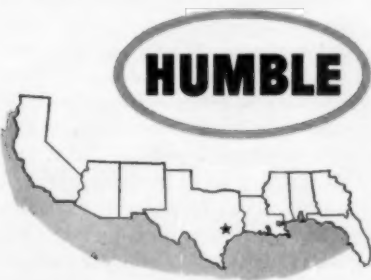
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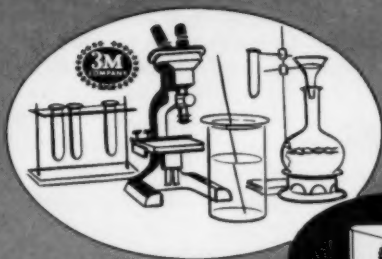
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40 applicants for every graduate position available. Since there were so many students wanting to be clinical psychologists an attempt was made to discover how well trained psychologists could select good clinical students. The conclusions of this study were as follows: trained psychologists appeared to make the best predictions on the basis of objective test scores and a credential file. Subsequent predictions based on the addition of an autobiography, several interviews, and situation tests resulted in successive decrements in validity. This finding appears all the more significant when it is remembered that these clinical psychologists are, by training, expert interviewers and they themselves have uniformly been of the opinion that the interview contributes most to their understanding of the person.

Why is Interview Poor?

We might profitably look at why the selection interview is so poor. This is particularly important because there are a few published studies indicating that the interview is valid for selection purposes. Typical of these studies are those reported by McMurray,¹ Putney,² and Rundquist.³ The evidence presented by these investigators suggests that an interview may be valid if the measure of objective job performance or criterion is clearly and objectively defined. Where the interview is used to select people for jobs such as truck drivers, aircraft warning trainees, and army officers the criterion of effective job performance is clear-cut, that is, the interviewers knew the characteristics which distinguish successful from unsuccessful truck drivers, etc. In the studies of Kelly and Stuit, however, the ineffectiveness of the interview was probably due, in part, to the fact that the measure of effective job performance was not objectively defined. That is, it is more difficult to describe in well defined terms the differences between successful and unsuccessful psychologists or naval students. At least it is more difficult in terms of what an interviewer can be expected to obtain in an interview. In other words, the interview was being used to predict behavior which, unlike that of truck drivers or army officers,



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had no clear-cut referents. It is not surprising to find poor validity when the behavior which is being predicted by the interview is vague.

The difficulties inherent in distinguishing between successful, average, and unsuccessful engineers, accountants, personnel directors, executive potential, etc. is the reason why the selection interview at the college level is not likely to have high validity. In the light of the present evidence it seems most reasonable to question the validity (effectiveness) of the selection interview at the college level, at least, until someone empirically demonstrates that it is valid. Validity cannot be shown until the distinguishing characteristics between successful, average, and unsuccessful college graduates in an organization are clearly defined. In the opinion of the writer the average college recruiter doesn't know what precisely distinguishes the above average employee in his organization. The fact that the college recruiter is successful in picking some superior employees is most likely due to the objective data available in the college placement office. These objective data are such things as grade records, scholastic aptitude and personality test scores, amount of training, past employment experiences, and the like. Again, in the opinion of the writer, the college recruiter, could if he knew what he was looking for in students, select much better employees on the basis of objective data than he ever could by means of an interview. As a matter of fact, if only the interview data were available without the placement office and college records the effectiveness of the employees selected would be, most likely, a chance affair.

Many college recruiters believe that a combination of the objective data along with the interview is superior to either one alone. While this is an intriguing hypothesis it is only a hypothesis and needs to be investigated before an answer is possible.

The Application Blank

The second personnel procedure we need to examine is the application blank, the thing the unsuspecting applicant thinks takes only ten minutes to fill out and then finds two

hours later he still doesn't know how to spell the name of his home county. The application blank is a potential uranium mine for the developing of a progressive, intelligent selection program, but too often its potentiality is not exploited. The typical application blank is one which we can call the blank space form; that is, it asks for diverse information by listing *Name* followed by a blank, then maybe *Birth* followed by another blank, then *Job Applied For* with a couple of blank spaces, and so on.

Again, I'd like to prophesy. This time I predict that the effectiveness of a personnel selection program could be increased appreciably if the format of the application blank were changed. The format I'm suggesting is a multiple-choice form. I'd like to hasten to add that all of the questions typically asked on the blank-space form can be asked in terms of multiple choice questions. The major value of the multiple choice type of format is that IT BECOMES POSSIBLE TO IDENTIFY ELEMENTS OF EXPERIENCE THAT ARE RELATED TO SPECIFIC JOB SUCCESS. Take for example the following information obtained in multiple-choice form:

Over the last year what has been the general picture of your weight change?

- A. My weight has remained about the same.
- B. I have gained from 10 to 20 pounds.
- C. I have gained more than 20 pounds.
- D. I have lost from 10 to 20 pounds.
- E. I have lost more than 20 pounds.

We might well find that 80 per cent of our successful salesmen answer this question with choice A and that 60 per cent of our unsuccessful salesmen answer with either B, C, D, or E. If we empirically discover this sort of information, we can stop recruiting college job applicants for sales positions when they answer as do the unsuccessful group. Incidentally, this type of approach is the one I would prefer to spend my money on rather than interviewing. It seems to me that this type of research would pay big dividends to a company. If each company would develop its own application blank in the multiple-choice form, then each could proceed on an

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objective basis to discover what sort of biographical information is related to specific job success in their organization. It seems certain that the types of information related to job success would differ depending upon the organization as well as the type of individual working in the organization. The point that needs emphasis is that each individual company needs to be responsible for its own selection program.

Thus you understand that, every morning when I arrive at work and see long lines of graduating students waiting to sign-up for their interviews and filling out application forms, I wonder about the presumed efficiency of our industrial selection programs.

Estabrooks

(Continued from page 43)

motor side we can test and can predict with a fair degree of accuracy. Visual acuity, hearing, muscular strength we can measure and, barring accidents, we can give a fairly accurate forecast of the picture ten years hence.

The measurement of coordination is not so easy but we can at least get a certain degree of predictive efficiency. When we link coordination with sensory ability, as in eye-hand coordination we can build tests which are really useful. Moreover, in these first two fields tests in some form or other are perhaps our most useful predictive devices. You cannot measure muscular strength, muscular coordination or eye-hand coordination by means of an interview.

Yet we must bear in mind that, while tests are admittedly useful in these fields, they are by no means infallible. Individuals who are equal in the tests are by no means equal in their performance on the job. In other words the test cannot pick out some very important differentiating individual differences.

Intelligence

We have really worked on the matter of measuring intelligence, our third field, and we have had a certain limited success. We talk glibly about the Intelligence Quotient and we give our tests to students of all ages with



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a certain deceptive assurance. I say deceptive because a correlation coefficient of $+0.65$ between intelligence tests and college grades is high. This figure leaves ample room for many mistakes in selection as any college admissions officer can ruefully testify. Tests in this field are very useful in cutting down the margin of errors, but many admissions men will insist on a personal interview. The utility of this interview we could argue at length.

Personality

Personality, the fourth category is in a field by itself on at least two counts in so far as we are concerned. First, it is notoriously difficult to test, far more so than either of the other fields of human ability. Secondly, it is also far more important than any of the others in the overall picture of college placement. To be sure the picture will vary with the type of college or university concerned. A placement officer in a liberal arts college will be forced to rate this factor higher than his counterpart in a technical school, but it will be only a matter of degree. In the vast majority of college placements the matter of personality will play a decisive role. I am assuming that this statement is acceptable and I admit certain exceptions. It now becomes a question of "cooperating with the inevitable", in short, how do we evaluate personality? Why is this crucial one of our four categories so difficult to test by orthodox testing procedures?

Possibly the primary reason is that our first three categories depend on physiological factors. They are, to a very great extent, inherited, and there isn't too much we can do about them. Muscular strength, visual acuity, muscular coordination are largely what they are in any human being. He lives with what nature gave him and if they deteriorate because of disease or accidents he must live with that condition as well.

The same applies to intelligence. It is the function of a body organ, the brain, and remains stable throughout our lives, once the brain has attained its full development. Please note that I say intelligence remains stable, not the intelligence quotient, and should the brain deteriorate, intelligence will do the same. I realize that these statements are open to con-

troversy but I state the position which, in my opinion, is most in conformity with facts.

Personality on the other hand is somewhat fluctuating and unstable. Undoubtedly physiological factors, such as a diseased thyroid gland or even too many cocktails, have an affect on personality but the relation is none too close. We can all recall people who are in very poor health but have very fine personalities and people in excellent health who have personalities like dental drills. We are trying to measure something which is subject to change, and this is not too easy. The mere fact of change, in and of itself, poses no insuperable difficulty but the fact that this change is not tied to any physiological mechanism of the body, at least in so far as we are aware, makes it very difficult to evaluate.

For example, what is visual acuity? We have a reasonable answer based on a physiological mechanism. What is muscular strength or muscular coordination? What is intelligence? Our answers are at least reasonable for we are dealing with expressions of physiological entities.

And what is a marketer? The question will be answered largely in terms of personality but I have never yet discovered the answer. We are very liable to assume a certain generality here which does not apply. For instance, the representative of one marketing firm tells a group of seniors, "I promise you two things. First, money. Look at our records if you doubt this. Secondly, gastric ulcers. With us the pressure is never off. We play it with brass knuckles." A second firm, confronted with this statement says, "We aren't that bad. Just bare fists." A third ridicules the whole idea. No one ever gets hurt and he never heard of gastric ulcers.

Depends on the Firm

Or what is an accountant. It depends on the firm in question. One will be very careful about scholastic records, especially in the field of economics and accounting. Another, with a national reputation and known to all of you, is frankly uninterested in either courses or grades. "Any moron can make an accountant. I just happen to want the right moron." Take your choice. Another nation-



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ally known organization shopping for accountants, picked from us an English major who was also an excellent athlete. The next year I inquired as to how my young hopeful was doing. "Wonderful, simply wonderful. With his aid we won the open golf championship of Upper New York State and the basketball championship of our city. Have you any more like him?" Stupid? Twenty years ago I would have agreed. I have now come to the conclusion, reviewing the record, that in this case they were indeed stupid—like the proverbial fox.

Or what is a personnel prospect? Whatever the particular firm in question decides he should be. I am thinking of one case where the senior chosen was a football star, a major in history, rightly famous for his physical strength and for the brevity of his temper. If all our alumni were as successful in their fields as this man, we would have a fabulous record.

The point I am trying to make is that in all college placement, we are dealing with the intangibles that go to make up personality. While I feel this statement applies particularly to the liberal arts college, I am by no means certain on this point. Not only is personality very difficult to measure but this personality has to fit into the composite personality picture of a particular organization.

A marketer is not a marketer per se but a marketer for "X" firm. An accountant is not an accountant and the same applies to a personnel man. It is like filling all the bottles in a liquor store with one brand of whiskey. Tastes differ. This makes the matter of testing in this field very difficult.

Not Against Tests

Please note that I am not against tests. One of my assistants is writing his Ph.D. thesis on the subject of "What Makes a Business Executive." He is looking for objective criteria and the two of us are annoying every firm that comes on the campus in our search for promising leads. I am not sure we are as crazy as they think we are. We are vitally interested in our problem.

But let us face the facts. One hundred years

from today, we may have a commuting service with Mars, but it is best not to try the trip with our present equipment. I have heard it stated that we can never obtain an objective measurement of personality. Never is a long weekend. Just now, I am very hopeful of the future and very dubious of the present. I welcome any possible suggestion that may crack the problem and grit my teeth grimly when most of my personnel men tell my colleague and myself that it can't be done.

It hasn't been done up to the present and we are living in the present. As things now stand, we have no choice but to keep our testing techniques subordinate to the interview and I am one of those who has considerable faith in the judgment of a good interviewer. He is as accurate in his gauging of personality, the personality he seeks, as are our intelligence tests in measuring intelligence. Let us suppose we worked out for him a personality test with a validity of $+5$. If he selected on this basis alone, he would be beating chance by about 15%. I suspect he is doing better than that right at the present moment. Rightly or wrongly, most of our colleges insist on a personal interview before admission even when they have before them the results of both secondary school achievement and intelligence tests.

So let us be just reasonably enthusiastic. We have worked long and hard on the intelligence test yet we would have quite a task proving that the interviewer does not select just as accurately for his purposes as do those same intelligence tests in their field. I have yet to see anything in the field of personality testing which equals their validity.

Science can never solve any problem by hitting it with the attitude "it can't be done." Perhaps we can never get to Mars. That is not going to prevent us from trying. Perhaps we can never measure personality by objective tests. That is not going to prevent me from doing my best to find the tests in question. But at present and until such times as we do find those objective criteria, we must suffer along with the interviewer. Personally, I find him a very stimulating and reasonably efficient individual.

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Literacy and Liberal Education

... An answer to the question "Why can't you send us more graduates who can read, write, and speak the English language?"

WILLIAM W. WATT, Head
English Department
Lafayette College

Across my desk recently have come three publications. One is a program for a conference organized annually by the College English Association with the sole purpose of promoting better understanding between industrialists and professors of the liberal arts. Another is a production of the English department of the University of Indiana entitled *Career Opportunities for Majors in English*. The third is the current issue of the *General Electric Review*, which contains—among such tuneful house organ recitals as "Home Freezers—Upright or Chest?"—no less than four articles on problems of education. The one most prominently displayed is entitled—somewhat superfluously, I think—"Why Study English?"

The Signs are Clear

The signs of the times are clear: The market place is in the business of education; the ivory tower is in the education of business. Mammon and Minerva are courting each other, and the placement officer is the head broker for what may some day become an ideal marriage. I come before you, therefore, not, like Matthew Arnold, as an apostle of culture disseminating sweetness and light to the reluctant Philistines, but as a humble stockholder in our common enterprise—one who is not always too happy about the publicity given to his product or the return on his investment.

To bring the picture into focus, let me start with a question about education that business men have been asking English profes-

sors for a great many years: "Why can't you send us more graduates who can read, write, and speak the English language?" I want to give only a part of the answer to that question, and, since I am not talking to an audience of college professors, I want to emphasize not the sins of my trade, which are legion,

These remarks were delivered as an address at the annual conference of the Middle Atlantic Placement Officers Association, Atlantic City, September 20, 1954.

but some of the elusive forces over which the pedagogue has little direct control. If this be buck passing make the most of it.

First of all, I need not tell you that the quality of the finished product depends a great deal on the raw material. Certainly some of the trouble is in the schools. If the taxpayers are indifferent to the dilemma of underpaid teachers in overcrowded classrooms; if the school boards hire experts who are more interested in gimmicks and gadgets than in solid study, more concerned with helping Johnny to "adjust to the group" than with teaching him to read and write—they can hardly expect to send literate students to the colleges.

The Battle Against Distraction

But college professors and parents in general are too ready to overlook the fact that many admirable teachers in excellent schools

are constantly fighting a discouraging battle against the forces of distraction that are encamped beyond the schoolroom walls. I am not so seriously concerned as some English teachers about the "bad English" spoken on the radio, the low cultural level of the average movie or TV program, or even the grunts and groans that pass for articulate speech in the more sadistic comic books. There were mountains of trash in the twenties, when teenagers were called adolescents and I was one of them—though I must admit that we read our trash from left to right down the page instead of jumping erratically from balloon to illiterate balloon. What bothers me more is that teen-age distractions in general have multiplied enormously since then; and whatever the value of radio or TV (or 45 rpm record players, or model airplanes, or soap box derbies, or Girl Scouts, or midget football, or baton twirling), they have pushed the quaint, old-fashioned mental activity of reading almost completely off the edge of the teen-ager's calendar. Reading requires leisure and quiet, attention and reflection. As far as I know, it has very little to do with adjusting to the group. Leisure, quiet, attention, and reflection are among the rarest commodities in the adolescent world today.

Whatever the influence, in school or out, the discouraging fact remains that *too many students entering our colleges today have done too little reading and almost no writing before setting foot on the campus.*

The Forces Against Us

What can we do about it in four years amid all the post-adolescent distractions of college life? A great deal—but we could do far more if all we had to fight was illiteracy. What are the forces against us? To be brief I shall name only three; and to be fashionable I shall label them with clumsy, ambiguous abstractions ending in *-ism*: We must combat *Formularism*, *Vocationalism*, and *Anti-intellectualism*. If these labels mean anything to you, it should be evident at once that they overlap.

By *Formularism*, I mean, of course, the familiar habit of those who would reduce the

enormously complex problem of literacy to a simple formula. Something, for example, called "correct English."

"It Is I"

A cartoon in a magazine depicts a disheveled scrubwoman knocking at a door labeled "Professor of the English Language" and saying timidly: "It is I." Although the professor is not in the picture, he is obviously a bearded patriarch who has devoted a lifetime to unsplitting infinitives and undangling participles. He is a handy man to have around to settle occasional moot points of usage. ("My buddy and I have been having an argument. What is it, *ice* tea, or *iced* tea?"). But the rest of the time he is about as useful to society as the harmless hobbyist who gets his picture in a magazine by spending seven years building a miniature Statue of Liberty with 7,946 pieces of burnt toast.

Of course, all grown-up students know that this species of academic monster is almost extinct on the college campus. But the tradition that he represents (or *she*, for the monster may also be a "schoolmarm") still haunts the classroom and the world outside. Many a student still enters college under the illusion that the whole duty of the English professor is to teach him, not good writing, but "correct English." Correct English consists solely of observing a solemn list of thou-shalt-nots; literary skill is in indirect ratio to the expenditure of red pencil in the margins; the unsullied page is perfection. "Only one measly spelling error and he gives me a C minus!" The common campus war cry betrays the formula.

Another species of formularist is the plain talk expert. Some of them have sold their talents to industry in recent years, and I do not begrudge them their incomes; for they are effective enemies of gobbledygook and friends of readability. But when one of these high-powered experts apparently convinces thousands of people that the readability of any piece of American prose can be measured by a mathematical formula, which automatically tells the writer whether he is on the sixth or eighth grade level, the conservative



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student of language and literature can be forgiven for reaching for the salt shaker.

The biggest trouble with the plain talk experts is not that they ignore the facts of language but that they help to propagate the illusion that one man should never communicate with another unless he pitches his language at least one note lower than the level of his reader or listener. This may make good sense between individuals, but when the reader or listener is not a human being but a statistical composite ("the common man," "the man in the street," "Mrs. Average Beer-Drinker"), the inevitable result is an embarrassing kind of adult baby talk. Not long ago a pseudo-scientist discovered that the average housewife, in the course of a day, uses a vocabulary of about 750 words. If we are to be concerned only with the kind of prose that will reach the average housewife, we are farther along on the road back to the jungle than I had thought.

Personally I'll buy the attitude of E. B. White, one of my favorite plain talkers:

"It is our belief that no writer can improve his work until he discards the dulcet notion that the reader is feeble-minded, for writing is an act of faith, not a trick of grammar. Ascent is at the heart of the matter. A country whose writers are following a calculating machine downstairs is not ascending . . . and a writer who questions the capacity of the

person at the other end of the line is not a writer at all, merely a schemer. The movies long ago decided that a wider communication could be achieved by a deliberate descent to a lower level, and they walked proudly down until they reached the cellar. Now they are groping for the light switch, hoping to find the way out."

The Memo

Another formularist is the memo-worshiper, who adheres to the simple formula that anything worth saying on any subject can be boiled down to one side of a piece of paper. You all know the executive who insists that all reports from his underlings, however complex the subject, come speeding across his desk completely pre-shrunk. His one piece of "sound practical advice" to the English teacher is this: "Tell them how to write a one-page memo." His approach to the economy of prose is entirely quantitative; he is afraid that an unsanforized report might stretch his mind more than one per cent; and he is too busy moving memos from the left hand basket to the right hand basket to bother to turn a page.

No Shortcuts

But enough of Formularism. It should be clear by now that I do not think there are any shortcuts to literacy. Our task as English teachers is intangible and complex: to teach a student not only to avoid errors but

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to pick words that catch the clearest image of his thought and to arrange them in the most effective order; to use concrete details, not fuzzy generalities; to combine sentences into full-blooded paragraphs and mold paragraphs into orderly discussion; to build a versatile vocabulary without parading it on every occasion; to say simple things simply without falling into childish monotony; to express opinions based securely on the evidence, not prejudices founded on folklore; to read not only for facts but for flavor, not only to "get the general idea" but to grasp the relations between details and generalizations and between one main idea and another; above all, to *think* logically, dispassionately, and independently. This may seem like a large order heavily coated with chalk dust. But the problem of literacy must be viewed in a broad perspective; it cannot be restricted to the mechanical enforcement of a panel code for theme correction or the automatic application of a series of pseudo-scientific formulas. Reading, writing, speaking, and thinking are

not incidental "skills" to be restricted to the "tool" courses tucked into the corners of an overcrowded curriculum. They are not the private monopoly of the English department, but the responsibility of the entire faculty. They are the basic ingredients of a liberal education.

Vocationalism

My second *bête noire* for tonight is Vocationalism.

On a train trip not very long ago my wife and I found ourselves seated in a diner opposite an attractive young woman whose engagement ring, sorority pin, and fraternity pin were ample evidence that she would soon exchange the cloister for the kitchen. My wife satisfied her curiosity to the extent of finding out that the girl was a Senior at a large coeducational university towards which the train was speeding, and that she had majored in Quantity Cooking. She was, as her classmates would have put it colloquially, a "Pre-wed". The girl's monolog for the next

few miles indicated that, whereas she had been thoroughly trained in all the intricacies of a complex culinary curriculum, she had learned nothing else whatever. Putting my best face on it, I observed brightly, if somewhat rudely:

"Your training in Quantity Cooking at college certainly ought to come in handy. Surely no course could be a more practical preparation for your approaching marriage than that."

"Oh," she said wistfully, "that's what I thought once. But it doesn't work that way. You see, in order to cook for myself and my husband, I have to divide every recipe I learned at college by 125, and I never had a course in mathematics."

I know of no greater sin in college education today than the misguided vocationalism which is mass-producing thousands of well-turned nuts that will fit only one bolt.

A Happy Medium

Now I don't want to be misunderstood. I know technology is in the saddle. I know about industry's hunger for trained technicians. I applaud the progressive plans of companies to keep college faculties aware of the latest problems and developments in industry. I have great admiration for some of the achievements of vocational counseling. And I have no brief for the kind of student—and English departments are full of them—who wanders without compass or rudder through four years of indiscriminate election and then, in a last-minute panic on the eve of graduation, presents himself at the threshold of the Placement Bureau, or worse still in the august presence of the company representative—presents *himself only* without the vaguest notion of his aims and interests, let alone the kind of job in which he proposes to pursue them. But there is a happy medium between this unfortunate and the cocksure materialist who puts on vocational blinders at seventeen and can't be seduced for a moment in the four years from the primrose path that presumably leads to the everlasting paycheck.

It is not, of course, easy to achieve the happy medium, the ideal blend of vocational

incentive and broad perspective. In Law and Medicine the word is finally filtering down to the college faculties, to the students, and even to their parents that the Law and Medical schools do not want undergraduate curricula cluttered up respectively with torts and retorts—that *Pre-Law* and *Pre-Med* are little more than merchandising labels disguising the common liberal education that candidates for both careers should have in college. In Engineering the problem is more difficult because most institutions still cling stubbornly to a curriculum that tries to give a complete professional education in four years—a feat which Law, Medicine, Theology, or College Teaching cannot achieve in seven. But with their sincere efforts to lighten the load of professional specialties to make way for more courses in the social sciences and humanities, the engineers are moving slowly in the right direction. On the other hand, there is considerable evidence that some of the newer departments and schools proudly labeled "Business Administration" are moving rapidly in the other direction. While an increasing number of industrial executives publicly proclaim their faith in liberal education ("Send us educated men," they cry, "and we will train them"), my undergraduate scouts tell me that some personnel men from industry are still looking with a jaundiced eye on all courses that do not have the clear-toned ring of the cash register. Nowadays a department can change its name by semantic fiat from "Economics" to "Business Administration" and—without adding a single new instructor or altering a single course—can double the number of customers overnight. Yea, verily, the fine art of merchandising is not unknown in the ivory tower.

Is It "Practical"?

Of course, it helps a great deal if the key word *practical* appears in the course descriptions. One of my fellow skeptics writing for *Fortune* recently quoted this gem from the catalog of a large New England university: "The psychology and philosophy of women, using practical material to help those in super-

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vising positions to a more practical understanding of the female employee."

Frankly, isn't it about time we stopped parroting this word *practical* without some notion of its ambiguity? Is it practical for the colleges to proliferate curricula which, as President Calkins of Brookings has recently put it, "give us specialists with a great capacity to get things done, but too few who know which things are worth doing?" Is it practical to encourage, with money or praise, only the programs that emphasize *know-how* and neglect those that are more deeply concerned with *know-whence*, *know-where*, *know-whither*, and *know-why*? Is it always practical to hire the man who is best trained for one job and overlook the man who is educated to look past his first job to a lifetime filled with many jobs; past the hours as an employee to the hours as a parent and a neighbor and a citizen; past the noisy shop-talk with his fellows on the job to the quiet conversations with himself?

Vocationalism and Literacy

But I ask too many rhetorical questions, and I have roamed far afield from literacy. What does vocationalism have to do with literacy? Just this: Vocationalism means specialization, and the more an undergraduate specializes, the less chance he has to read and write in the language of laymen who have not been initiated into the cult. A student whose curriculum permits almost total immersion in the private jargon of a specialty before he has achieved real facility in the general American vocabulary is in serious danger of ending up with his native tongue strongly spiced with gobbledygook. This is true to some extent in all fields, including literary criticism, but the risk is greatest in those brave new worlds of science and pseudoscience in which time has not yet winnowed the technical vocabulary and separated the wheat from the chaff: Psychology, Sociology, Anthropology, Education, and Human Relations (for that, as you know, is a new field) —these are among the worst offenders. Now gobbledygook — or bafflegab — can be extremely useful in business when the situation calls for a snow job; but I think most of you

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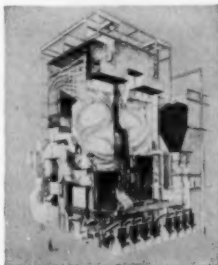
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will agree with me that all college students should be required to fail both elementary and advanced gobbledygook before receiving their degrees.

The spirit of vocationalism haunts the English department in a more direct way. We English teachers get a large number of students who want to study "Journalism" but will have nothing to do with a course that includes readings from such obscure journalists as Sir Walter Raleigh, Daniel Defoe, Addison and Steele, William Hazlitt, or Bernard Shaw. Historical myopia is one of the commonest symptoms of vocationalism. By the same token, we have many students who are eager to be shown how to write business letters, technical reports, and advertising copy but are disdainfully unwilling to undergo the discipline of learning how to write in the only way that anybody can learn how to write: through ink, sweat, and tears. The larger universities have Engineering English, Business English, Agricultural English, Forestry English, Pharmacy English, and English for Sixth Grade Teachers. You have to go to the university these days to find out how many different English languages there are.

Vocationalism Up-to-date?

The academic convert to vocationalism is usually convinced that he is being realistic, up-to-date, modern while his more traditional colleague is uselessly vending obsolete goods. The truth is, of course, that the only unquestionably up-to-date facts are the fundamental truths and principles that never change. The vocationalist, even if he sprints back and forth between the market place and the ivory tower in a perpetual zigzag, can never be entirely sure that he is not preaching last year's ephemeral gospel. For example, I would be completely frustrated if I were asked to teach undergraduates a practical course in the writing of advertising copy. A year ago I was convinced that I had discovered the ultimate phrase-that-sells, the one combination that all good students of advertising should enshrine in the front vestibule of their minds before graduation from the Pro-Huckster curriculum. I published a poem about it in the *New*

Yorker: (You will note that another -ism has sneaked in here: *Exhibitionism*.)

SUMMER SONG

(*After a Surfeit of Irresistible Ads*)

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And a crease-resistant coat,
And a wilt-resistant collar
At my thirst-resistant throat.
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And two leak-resistant pens,
And some sun-resistant goggles
With a glare-resistant lens.
I have scuff-resistant sneakers
Over sweat-resistant hose,
Also run-resistant nose drops
In my pollinated nose,
And my stretch-resistant muscles
Groan in work-resistant pain
While my battered conscience tussles
With my thought-resistant brain.

But that was more than a year ago. Were the copy writers being quite so irresistible this summer? Was *resistant* still the okay-word-of-the-month? And even if it was, how could I keep my students up on the latest fashionable jargon in all fields? Am I wrong in suggesting that the theory and the practice of industry should be: Send us a man who can write and we will teach him how to advertise?

Anti-Intellectualism

I shall put my final point briefly, though, I warn you, it may take more than one page. Anti-intellectualism is a close relative of my other abstract monsters. It is no new phenomenon in American life. The distrust of book-larnin', the worship of practice and contempt for theory, the adulation of the man with git-up-and-git as opposed quite arbitrarily to the man with sit-down-and-think—these attitudes are deeply imbedded in the American grain. We are a pragmatic people, and it has been both the glory and the shame of our history.

I do not know whether, as some writers insist, anti-intellectualism has reached a new high in America, but I know that it is rampant enough to add immeasurably to the

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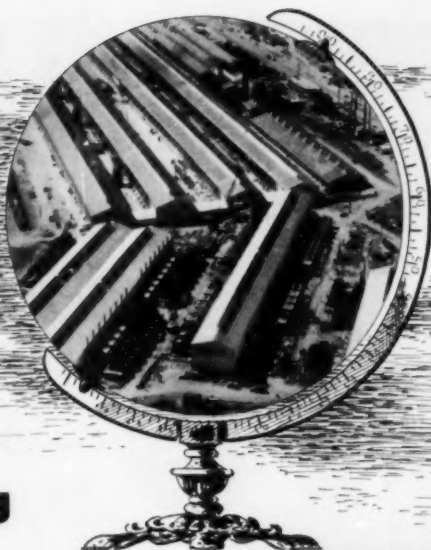
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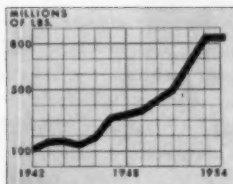


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problems of the college classroom. To put it bluntly, it is not easy to teach young men in a society which has unlimited faith in education but which too often reveals indifference, distrust, or downright disdain in its treatment of the men who do the educating. I cannot take time to suggest all the reasons for this ambivalence. It could be shown, I think, that we are now reaping a crop of distrust sown in the bitter thirties—when the business tycoon was inevitably pictured in one newspaper as a bloated robber baron and the intellectual was always caricatured in another as a dangerous crackpot in a moth-eaten mortar board. Whatever the reasons, the most virulent anti-intellectualism of our time walks hand in hand with fear—fear of free discussion, fear of honest criticism, fear of individualism, fear of new ideas, fear of any ideas, fear of thought itself.

The Power to Corrupt

I am flattered by the prevailing notion of the power of the college professor to corrupt the minds of the young. I am often reminded of a scene in *The Male Animal*, where Ed Keller, the visiting trustee, is involved in an argument with old Dean Damon and young Tommy Turner, Assistant Professor of English:

TOMMY: I believe that a college should be concerned with ideas. Not just your ideas or my ideas, but all ideas.

ED: No, sir! That's the trouble—too many ideas floating around. You put ideas of any kind into young people's heads, and the first thing you know, they start believing them.

DEAN DAMON: On the contrary. I have been putting ideas into young people's heads for forty-two years with no—visible—results whatever.

I do not know one college professor who attempts to teach his students what to think. I know some who try gallantly to teach them how to think. But in a society where conformity is rapidly becoming a badge of social distinction, I am usually willing to settle for a more modest goal of trying to persuade them to do any thinking at all.

I need hardly tell you how this ties in with



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the problem of literacy. Cloudy speaking and writing are only the outward symptoms of cloudy thinking. A hundred how-to courses in writing can't teach a man to express ideas if he has no ideas to express. A thousand courses in "dynamic" public speaking can't teach him how to think on his feet if he is afraid even to think sitting down. I am not advocating a chaotic society of ragged individualists; it is simple common sense to insist that a successful individual in any society must learn to "play with the team" (dynamic jargon) or "integrate with the group" (Pedagogy). But I am wary of the extent to which the necessary adjustment in industry to "company manners" results in the blind acceptance of company policy and the thoughtless parroting of company jargon. I think that some of today's middle-aged merchant gentlemen should wake up like Molière's Monsieur Jourdain to the realization that all their adult lives they have been speaking company prose. Otherwise we may not have to wait until 1984 to found a nation of what George Orwell has called "Goodthinkful Duckspeakers."

Impersonal

One of the main troubles with Commercial-ese or Official-ese is that they are impersonal languages. The first lesson in grammar is on the use of the passive voice, the second on the conditional mood, the third, fourth, and fifth on the fine arts of euphemism, circumlocution, and doubletalk. The active voice and the first person singular personal pronoun are strictly *verboten*.

I do not question the importance of a uniform policy with a uniform company voice. You can't sell mass-produced automobiles from the Tower of Babel. But in the final reckoning all first-rate speaking and writing must ring with the tone of a single human personality. American business, which has done so much to stress the importance of *personality* (sometimes, one fears, at the expense of *character*), which has manufactured that ubiquitous verb (odious, I hope, to all sincere humanists) *personalize* — American business still produces and promotes an inhuman (de-personalized) prose; and much

of it is produced in the name of better human (personnel, inter-personal) relations. The company voice is a convenient fiction, a necessary evil like the editorial *we* of journalism. E. B. White says he would like to meet the editorial *we* in a dark alley some night and knock the stuffing out of him to find out what lies behind such omniscience.

A Summary

Perhaps the spirit of all I have tried to say here tonight *can* be summed up in a one-page memo. Somebody else has done it for me better:

"We have more moral, political and historical wisdom, than we know how to reduce into practice; we have more scientific and economical knowledge than can be accommodated to the just distribution of the produce which it multiplies. The poetry in these systems of thought, is concealed by the accumulation of facts and calculating processes. There is no want of knowledge respecting what is wisest and best in morals, government, and political economy, or at least, what is wiser and better than what men now practise and endure. But we let '*I dare not wait upon I would*, like the poor cat i' the adage.' We want the creative faculty to imagine that which we know; we want the generous impulse to act that which we imagine; we want the poetry of life: our calculations have outrun conception; we have eaten more than we can digest. The cultivation of those sciences which have enlarged the limits of the empire of man over the external world, has, for want of the poetical faculty, proportionally circumscribed those of the internal world; and man having enslaved the elements, remains himself a slave."

I know of no short passage in English literature that more accurately portrays the dilemma of man in the middle of the twentieth century, no more practical lesson in human behavior. That passage was written in 1821 by the poet whom Matthew Arnold called "a brilliant but ineffectual angel beating in the void his luminous wings in vain" — Shelley. If Winter comes, can Spring be far behind?

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Does He Really Want a Part-time Job?

... often the answer is NO

JANE BERRY, Associate Director
Undergraduate Placement
Hunter College, New York

A part time placement director usually asks a number of questions in the course of an interview with the student who has registered for assistance in locating employment. One question however is seldom asked—"do you really want a job?"

There are some student applicants who really do not want or need employment. What motivates these individuals to register with the placement office? What clues are there to alert the placement director? Why do students register for part time employment which they really do not want?

Friends

A student may find that his friends are registering or reporting to the placement office for an interview. In a sudden rush of enthusiasm, he decides that he too wants or needs to become employed. Perhaps a friend has told the student about a particularly choice job which he has secured through the services of the placement bureau. Again, maybe the student is infected with "peeritis" and wants to be doing the same thing that he sees his friends doing. This attitude is par-

ticularly common among freshmen and transfer students who appear in large numbers at the opening of each new term.

Bulletin Boards and Campus Newspapers

These devices, used as a means of advising students about job opportunities, frequently attract students who are only casually interested in employment, but decide to investigate something that "sounds good." Learning that the particular job advertised is filled, the student registers with the placement office—just in case something else appealing and glamorous becomes available.

Family Influences

Students may be subject to pressure from home to seek part time employment, either for bona fide financial reasons or because parents feel that part time work will broaden the horizons of their youngsters. It might be mentioned parenthetically that this latter parental attitude is becoming more prevalent judging from the frequency with which it is given as a reason for wanting a job.

Particular Project or Purchase Pending

Students tend to visit the placement office when they are temporarily frustrated by their inability to purchase a particular item which they deem currently essential to their welfare. Quite often a student will say that he or she is in need of money for a proposed trip or other school vacation project. In these instances it frequently happens that a birthday or a benevolent grandparent provides the necessary cash and the urgency to secure a part time position vanishes.

Desire for Independence

Students tend to experience periods during their college and university lives when the desire for increased independence, financial or otherwise, becomes very strong. It is at just such intervals that a student may look to the placement office to enhance his feelings of self sufficiency. A job looks attractive, at least momentarily, as a device for achieving some feeling of "being on one's own."

A Change in Activity

Some students upon occasion find themselves searching for a respite from study and the general college routine. Perhaps a student has reached a temporary saturation point in the library or classroom, or he is in need of a legitimate rationalization to postpone settling down to that term paper. So he decides that it would be a good time to investigate the opportunities for part time employment.

The New Student

The new student on campus, whether freshman or transfer, is quite prone to explore the resources and services of his new situation, including the placement office. He wants to find out what this employment bureau is all about, and is very apt to register for placement in the course of his explorations whether or not he has really thought much about getting or needing a job. He feels that registration with the employment bureau is just another formality which he as a new student should execute.

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Closely akin to our "exploring newcomer" is the super conscientious student who feels that placement office registration is something he should accomplish in order to be a full participant in the total school program.

Now that we know some of his motives, what are the characteristics, the aspects of behavior that serve to reveal the registrant who doesn't really want a job?

Eagerness

Not infrequently such students are the very ones who tend to press their claims most aggressively with the placement office secretary. Some display impatience when a heavy interviewing schedule indicates that they will have to return a day or two hence for interview appointments.

Limitations Placed on Acceptable Jobs

Characteristically, the student who really does not want a job tends to place a number of limitations on the type of position he will accept. He says that he will be willing to travel only to certain locations. He quickly

finds objections to the types of work which the placement director attempts to discuss with him, although he may have indicated initially that he would be interested in anything that was available. A girl may say that she has had enough experience with baby sitting and wants to try something else. Others say that they do not want such routine jobs as filing and checking. Another says that she really would not want a cashier's job because she does not care to handle other people's money.

Another clue is interest only in jobs which will contribute experience in terms of college or university majors. For example, a student who is majoring in chemistry says that he wants lab work only. The journalism major limits himself to a job with a newspaper or press association. A drama aspirant is willing to use her typing ability, but it must be with a television or dramatic enterprise.

All placement workers are familiar with the job seeker who says that the remuneration offered for a particular job is insufficient; he will wait until something comes in that will

—COMING MEETINGS—

Eastern College Personnel Officers

October 3, 4, and 5, 1955—New Ocean House, Swampscott, Mass.

Middle Atlantic Placement Officers Association

September 18, 19, and 20, 1955—The Nittany Lion, State College, Pennsylvania

Midwest College Placement Association

September 15 and 16, 1955—Edgewater Beach Hotel, Chicago, Illinois

Rocky Mountain Association of College Placement Officers

October 7 and 8, 1955—Cosmopolitan Hotel, Denver, Colorado

Southern College Placement Association

December 1 and 2, 1955—Battle House Hotel, Mobile, Alabama

Southwest Placement Association

October 13 and 14, 1955—Hotel Tulsa, Tulsa, Oklahoma

University Counselling and Placement Association (Canada)

June 8, 9, and 10, 1955—University of Toronto, Toronto, Canada

Western College Placement Association

January 19 and 20, 1956—San Diego, California

compensate him more nearly in accord with the valuation which he has put on his services.

Miscellaneous Commitments

Dentists and doctors appointments are common excuses. "The job would be fine, but I have been having to go to my dentist on Wednesdays."

Other students, when actually confronted with the job referral, suddenly recall family obligations. "I promised my mother that I would do some shopping for her this afternoon so I could not go for the interview today."

There are still other students who will mention social and recreational plans of long standing which will prohibit them from taking a specific job just now. "I could not work on Saturday because some of the girls in my sorority are taking a cottage at the beach for the weekend." Finally, there are those students who just happen to remember, once a potential job situation has been outlined, that they really do have home work assignments which should have first claim on their attention.

Inadequate Response to Summons and Failure to Report on Referrals

Perhaps one of the most reliable clues is a lack of conscientiousness in heeding locker and post office notes or bulletin board summons. Upon occasion the writer has found herself searching for appropriate employment for some part time job seeker who seemed to be almost desperate at the time of interview. This student's name is placed on the bulletin board to report to the employment office at once and a phone message left at his place of residence, only to have him show up four or five days later, or not at all. Closely allied to the above is the student who registers for a part time job but never returns to press his claim or check for new listings. Such students seldom bother to notify the placement office of a change in residence or of an altered phone or post office number.

Finally, most placement officers are familiar with the student who enthusiastically accepts a referral and goes on her merry way, never to be heard from again.

Excuses and Fault Finding Concerning Employment Accepted

Students return with reports which tend to find fault with the conditions of employment and surroundings but which in actuality may be more symptomatic of the student's lack of inclination to work. "The job was not what I thought it would be." "I got tired of typing all the time." "It was a small office and the boss was always watching." Students who come back with these types of excuses are often quite happy when you do not make too much of an effort to find them another job.

Performance Following Employment

One final consideration is pertinent in a discussion of the actions and attitudes of the student who really does not want a job. Often, students falling in this category will accept a part time position offered and then terminate employment almost immediately. The brief period of employment has demonstrated to the student in this instance that for one or several reasons a job does not seem to fit into his scheme of life at the present time.

It would be misleading and unfair to imply that every student displaying one or several of the characteristics should arbitrarily be classified as not wanting a job. All human attitudes and circumstances are subject to change and not infrequently the placement director has the privilege of seeing great growth in the perspective and responsibility of individual students during four years of college and employment experience. It should also be emphasized that in many instances the student himself is not aware that he really does not want a job.

The pressures of a placement director's working day are such that he tends to find himself proceeding from the general assumption that everyone who sits down in the chair by his desk really wants a job. Therefore, when you find yourself involved in intensive effort to secure employment for a student who has returned from a second or third unsuccessful referral, it may be helpful to pause and ask yourself, does this student really want a job?

The Penalty of Leadership

In every field of human endeavor, he that is first must perpetually live in the white light of publicity. Whether the leadership be vested in a man or in a manufactured product, emulation and envy are ever at work. In art, in literature, in music, in industry, the reward and the punishment are always the same. The reward is widespread recognition; the punishment, fierce denial and detraction. When a man's work has become a standard for the whole world, it also becomes a target for the shafts of the envious few. If his work be merely mediocre, he will be left severely alone—if he achieve a masterpiece, it will set a million tongues a-wagging. Jealousy does not protrude its forked tongue at the artist who produces a commonplace painting. Whatsoever you write, or paint, or play, or sing, or build, no one will strive to surpass or to slander you, unless your work be stamped with the seal of genius. Long, long after a great work or a good work has been done, those who are disappointed or envious continue to cry out that it cannot be done. Spiteful little voices in the domain of art were raised against our own Whistler as a mountebank, long after the big world had acclaimed him its greatest artistic genius. Multitudes flocked to Bayreuth to worship at the musical shrine of Wagner, while the little group of those whom he had dethroned and displaced argued angrily that he was no musician at all. The little world continued to protest that Fulton could never build a steamboat, while the big world flocked to the river banks to see his boat steam by. The leader is assailed because he is a leader, and the effort to equal him is merely added proof of that leadership. Failing to equal or to excel, the follower seeks to depreciate and to destroy—but only confirms once more the superiority of that which he strives to supplant.

There is nothing new in this. It is as old as the world and as old as the human passions—envy, fear, greed, ambition, and the desire to surpass. And it all avails nothing. If the leader truly leads, he remains—the leader. Master-poet, master-painter, master-workman, each in his turn is assailed, and each holds his laurels through the ages. That which is good or great makes itself known, no matter how loud the clamor of denial. That which deserves to live—lives.

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